Book 5

Shahr Ramadan

Project Booklet

Under the Guidance of Moulana Nabi R. Mir (Abidi)

Please recite a Sūrah al-Fātiḥah for
the sponsors of this project booklet.

Important dates in Shahr Ramaḍān

8th	Wafāt of Ḥaḍrat Abū Ṭālib ibn ʿAbdul Muṭṭalib
10th	Wafāt of Lady Khadījah al-Kubrā
14th	Martyrdom of Ḥaḍrat Ḥamzah at the Battle of ʾUḥud
15th	Wilādah of Imām Ḥasan (ʿa)
17th	Battle of Badr
18th	Night of Ḍarbat of Imām ʿAlī (ʿa); Laylatul Qadr
19th	Imām ʿAlī (ʿa) is injured during Fajr prayers
20th	Laylatul Qadr
21st	Shahādah of Imām ʿAlī (ʿa)
22nd	Laylatul Qadr
28th	Jumuʿatul Widāʿ (Friday, March 28th, 2025)

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INFORMATION AND INSPIRATION:

Verses of Light
The Guiding Light book 6: Knowledge in Islam

Masjid Namaz Steps from Esma on Pinterest
Earth Footprint Craft from Bethanie VonBuskirk on Pinterest
Islam From the Start: Surah Qadr Vocabulary
Islam From the Start: Arabic Letter of the Week: Ayn

cover:
freepik.com

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Dear Brothers and Sisters, Salāmun ʿalaykum!

I would like to extend my tabrīkāt, taḥiyyāt, and best wishes for the month of Ramaḍān! Indeed, the month of Allah (swt) has arrived, and we thank Him for granting us the honor of becoming *Ḍuyūf ar-Raḥmān* — His special guests — once again.

With every great blessing and opportunity, it is crucial for us to understand what we should focus on attaining during this holy month. Allah (swt) has set the goal for us during the month of Ramaḍān as attaining taqwā, or God-consciousness:

يَا أَيُّهَا الَّذِينَ آمَنُوا كُتِبَ عَلَيْكُمُ الصِّيَامُ كَمَا كُتِبَ عَلَى الَّذِينَ مِن قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُونَ

O you who believe! Prescribed for you is fasting as it was prescribed for those who were before you, so that you may be God-conscious.[1]

What is taqwā? Taqwā is a state of God-consciousness and fear that allows one to control their desires. It acts as a shield of protection from anything that can harm a person in this world or the next. This shield is made up of two things: awareness of Allah (swt) and fear of Allah (specifically, the fear of His justice). Taqwā is a tool which, when used regularly, acts as a compass that always guides a person. As taqwā gradually becomes our way of life, we embody it and become the muttaqīn: those who are God-conscious.

In this month we are enrolling ourselves in the “University of Taqwā” and the basic requirement to enroll is īmān, or belief. Īmān has three parts:

1. Submission: Believing in Allah (swt), acknowledging that we are His servants and He is our Creator.
2. Obedience: Performing our basic wājibāt and avoiding basic muharramāt.
3. Dedication: Having devotion, commitment, and sincerity in our beliefs.

As individuals and as a community, our goal is to reach our highest potential and strive towards perfection. Taqwā is the path to get there! We need to strengthen the taqwā within us and in our communities so that we can live our best lives in this world and reach the highest levels of Jannah in the next. It is no wonder that in almost every sermon, Imām ʿAlī (ʿa) advised us to have taqwā.

Taqwā is our mission this month and the following actions can help us achieve it:

1. Being in a state of ʿibādah and worship: Since our days are spent fasting, we are already in a state of worship. We should consciously take advantage of this time by increasing our good deeds and being extra careful to stay away from ḥarām.
2. Building and strengthening our family bond: Through kindness and love, we should strengthen our relationships with family members. As families, we must build and strengthen our community bonds by volunteering, participating in the masjid, and exercising patience. As a community striving towards taqwā, let us come together to create an atmosphere of akhlāq and justice.

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[1] Noble Qurʾān, Sūrah al-Baqarah (2), Verse 183.

3. Reading and reflecting on the Qurʾān: Our manual for success and guidance is always the Qurʾān, especially in this month.

ذَٰلِكَ ٱلْكِتَـٰبُ لَا رَيْبَ ۛ فِيهِ ۛ هُدًى لِّلْمُتَّقِينَ

This is the Book, there is no doubt in it, which is a guide for the God-conscious.[2]

4. Having a self-building plan: Just as we plan for everything in our lives, let us develop a game plan for attaining taqwā this month.

Brothers and sisters, our path is not easy. But, even when things get difficult, taqwā is our key. This is the promise of Allah (swt).

وَمَن يَتَّقِ اللَّـهَ يَجْعَل لَّهُ مَخْرَجًا ﴿٢﴾ وَيَرْزُقْهُ مِنْ حَيْثُ لَا يَحْتَسِبُ

Whoever is conscious of Allah, He shall make for him a way out [of the adversities of the world and the Hereafter] and provide for him from whence he does not count upon.[3]

I urge all the believers and their families to frequent the programs at your center or masjid. Volunteer as much as possible, and take advantage of daily Qurʾān recitations, jamāʿah prayers, speeches from esteemed visiting scholars, special children's programs, ifṭār, and the unique brotherly and sisterly bonding that comes with this holy and sacred month.

Let us make the most of the Laylatul Qadr (Night of Power), which can change our destiny. Most importantly, let us pray for the hastening of the reappearance of our beloved Imām (ʿaj) and to be included among his true companions.

Alḥamdulillāh, we are pleased to launch the Shahr Ramaḍān project booklet! Each lesson is designed to be completed in two days, providing plenty of activities for the children throughout the month. May these lessons increase their love for the Qurʾān and Ahlul Bayt (ʿa), and inspire them to have the best akhlāq.

May Allah (swt) give us the strength and tawfīq to be among the true believers. May He include us amongst the muttaqīn, and may He grant us the ability to attain the highest level of taqwā, Inshāʾ Allāh.

Jazākallāh khayrā and best wishes,
Nabi R. Mir (Abidi)
Resident ʿĀlim of SABA Islamic Center

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[2] Noble Qurʾān, Sūrah al-Baqarah (2), Verse 2.
[3] Noble Qurʾān, Sūrah aṭ-Ṭalāq (65), Verses 2-3.

Lesson 1: Unity Among Muslims

(taken from *Verses of Light*, lesson 34)

OBJECTIVE

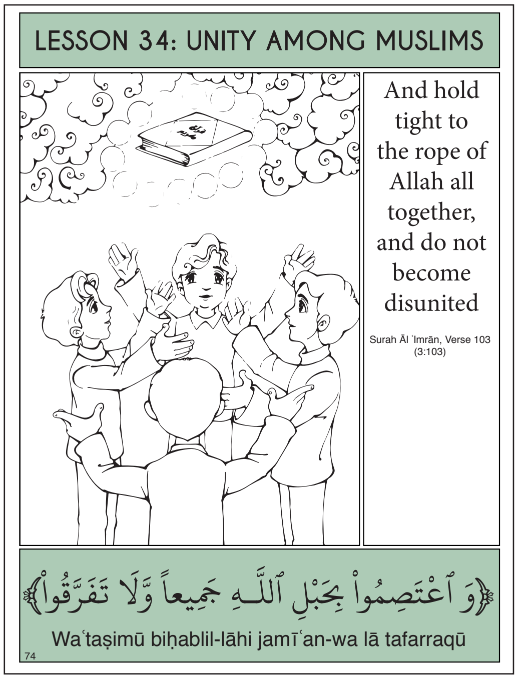
Students will learn about the importance of unity in the Muslim ummah. They will also memorize the āyah.

وَٱعْتَصِمُوا۟ بِحَبْلِ ٱللَّهِ جَمِيعًا وَلَا تَفَرَّقُوا۟

Transliteration: Waʿtaṣimū biḥablil-lāhi jamīʿan-wa lā tafarraqū
Translation: And hold tight to the rope of Allah all together, and do not become disunited
Āyah Source: Sūrah Āl ʿImrān, Verse 103 (3:103)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about unity. Can you think of a time when you worked together with others?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, how do you think Allah tells us to work with one other? Students will most likely answer, "Work together!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 34: UNITY AMONG MUSLIMS

And hold tight to the rope of Allah all together, and do not become disunited

Surah Āl ʿImrān, Verse 103 (3:103)

﴿وَٱعْتَصِمُوا۟ بِحَبْلِ ٱللَّهِ جَمِيعًا وَلَا تَفَرَّقُوا۟﴾

Waʿtaṣimū biḥablil-lāhi jamīʿan-wa lā tafarraqū

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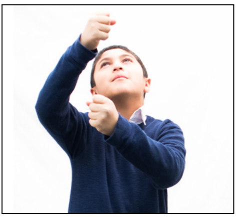
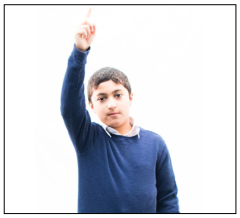
STEP 2: DISCUSSION

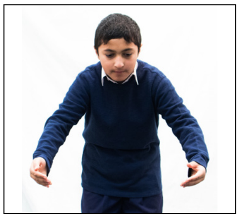
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
    - What does unity mean? Examples - doing something altogether, working together with others, etc.
    - What does it mean to hold onto the rope of Allah all together? Discuss that it means to help each other get closer to Allah and make the ummah better. When the state of the ummah is better, it benefits all Muslims.
    - There are ḥadīth that compare the Muslim ummah to a body. When one part of the body is aching, the rest of the body feels sick as well. Just like that, when one part of the ummah is suffering, the rest of the ummah is suffering too.
    - What do you think are the benefits when all Muslims take care of one another? Will it make us stronger?
    - Have you ever heard of the saying "two heads are better than one?" What does this saying mean?
    - What are some ways that we can become disunited? Examples - backbiting, telling lies, not helping others, etc.
    - What are some ways that we can avoid becoming disunited? Examples - always taking care of one another, telling the truth, helping others, etc.

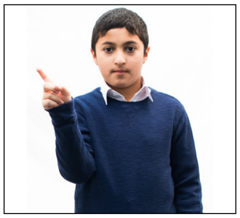
STEP 3: MEMORIZATION & HAND GESTURES

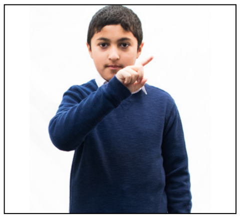
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘pretend to hold a rope together,’ be sure to say the Arabic (waʿtaṣimū biḥablil) and translation (and hold tight, to the rope of) so that students can associate the sign with the Arabic word and English meaning.

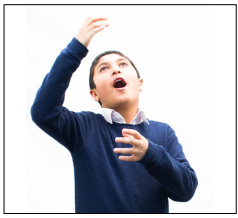

Pretend to hold a rope
(Waʿtaṣimū biḥablil - and hold tight, to the rope of)


Point up
(lāhi - Allah)


Make a circle with hands that shows everyone
(jamīʿan - altogether)


Make “No” with your finger
(Wa lā - and do not)


Make “No” with your finger
(Wa lā - and do not)


Pretend to let go of a rope
(Tafarraqū - become disunited)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One day at the park, Abdullah and his friends were playing a fun game of tag. Suddenly, someone started yelling for help. “Help, help! Mehdi is stuck in the tree!” Abdullah ran over to help his younger brother, who had climbed the tree and couldn’t figure out how to get down. Oh no, he thought. He took a deep breath and prayed, O Allah, help us find a way to get Mehdi down from the tree! Abdullah's father suggested, “We should work together!” He told three of the boys to stand under the tree to catch little Mehdi in case he fell. Meanwhile, Abdullah and his dad tried to figure out a path for Mehdi to climb down safely. Together, they gave Mehdi step by step directions. “Put your foot here, good job! And now hold on to that branch while you put your other foot there,” they directed. Mehdi felt safe because he knew the other boys were standing underneath to catch him in case his hand or foot slipped!

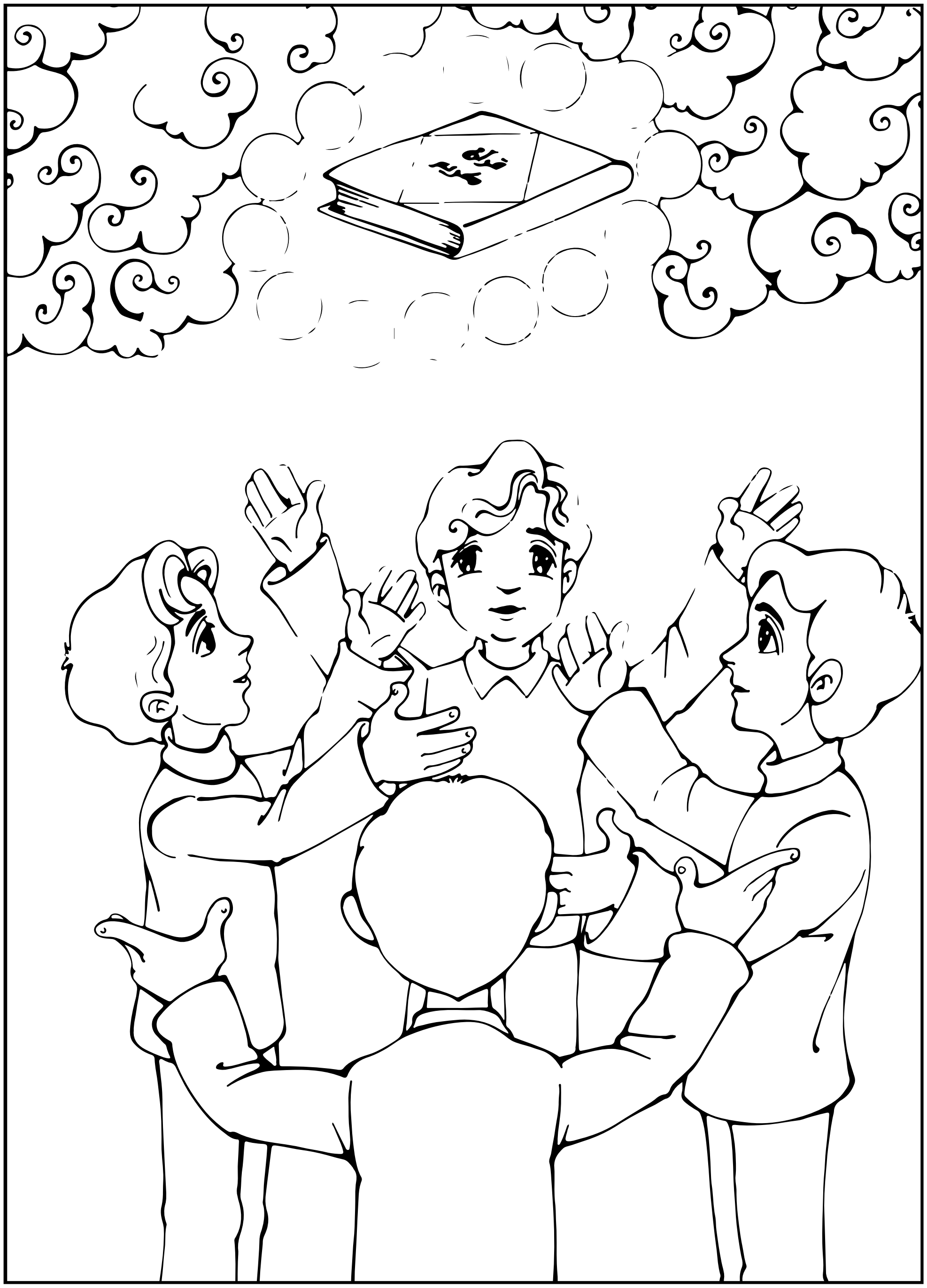
Finally, with everyone’s help, Mehdi’s two feet were safely back on the ground. Alḥamdulillāh! They all breathed sighs of relief. Abdullah's dad reminded everyone that Allah says in the Qurʾān, [read āyah with translation]. He winked at Abdullah and said, “Two heads are better than one!” The boys laughed. Everyone was happy that they were all united for the sake of Allah, and could help someone else when they needed it!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember to try to stay united with our Muslim brothers and sisters!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

UNITY AMONG MUSLIMS



And hold tight to the rope of Allah all together, and do not become disunited

Surah Āl ʿImrān, Verse 103
(3:103)

﴿وَٱعْتَصِمُواْ بِحَبْلِ ٱللَّـهِ جَمِيعاً وَّلَا تَفَرَّقُواْ﴾

Waʿtaṣimū biḥablil-lāhi jamīʿan-wa lā tafarraqū

The Rope of Allah (swt)

Objective: Children will learn how holding onto the rope of Allah (swt) helps us be better Muslims.

In the lesson, we learned the importance of holding onto the rope of Allah (swt) in order to avoid becoming disunited. Having good akhlāq plays a vital role in strengthening our connection with one another and with Allah (swt). When we display kindness, patience, and respect in our interactions, we build trust and mutual respect, creating a strong and supportive environment. We can work together to overcome challenges, support each other in times of need, and spread the message of Islam through our actions. In this way, good manners not only strengthen our ties with one another but also help us collectively grow closer to Allah (swt) as a community.

Allah (swt) loves those who strive to do good and treat others with compassion. Practicing good manners helps us purify our hearts, build positive relationships, and earn the reward of Allah's pleasure in both this world and the Hereafter.

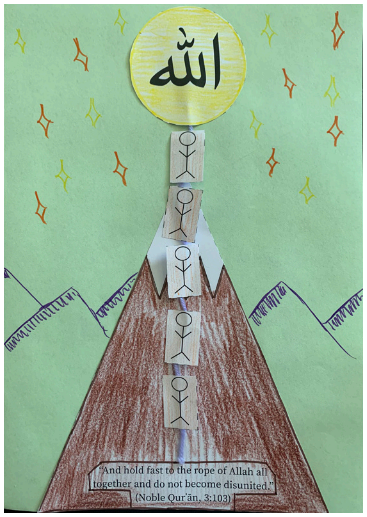
Today, we will make a beautiful project to represent our collective commitment to holding onto the rope of Allah (swt) together.

Suggested Ages: 5+

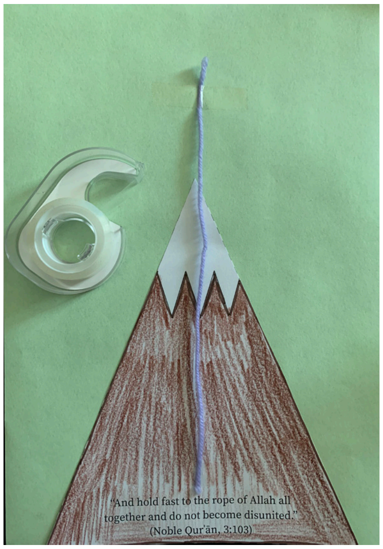
Time: 40 minutes

Materials:

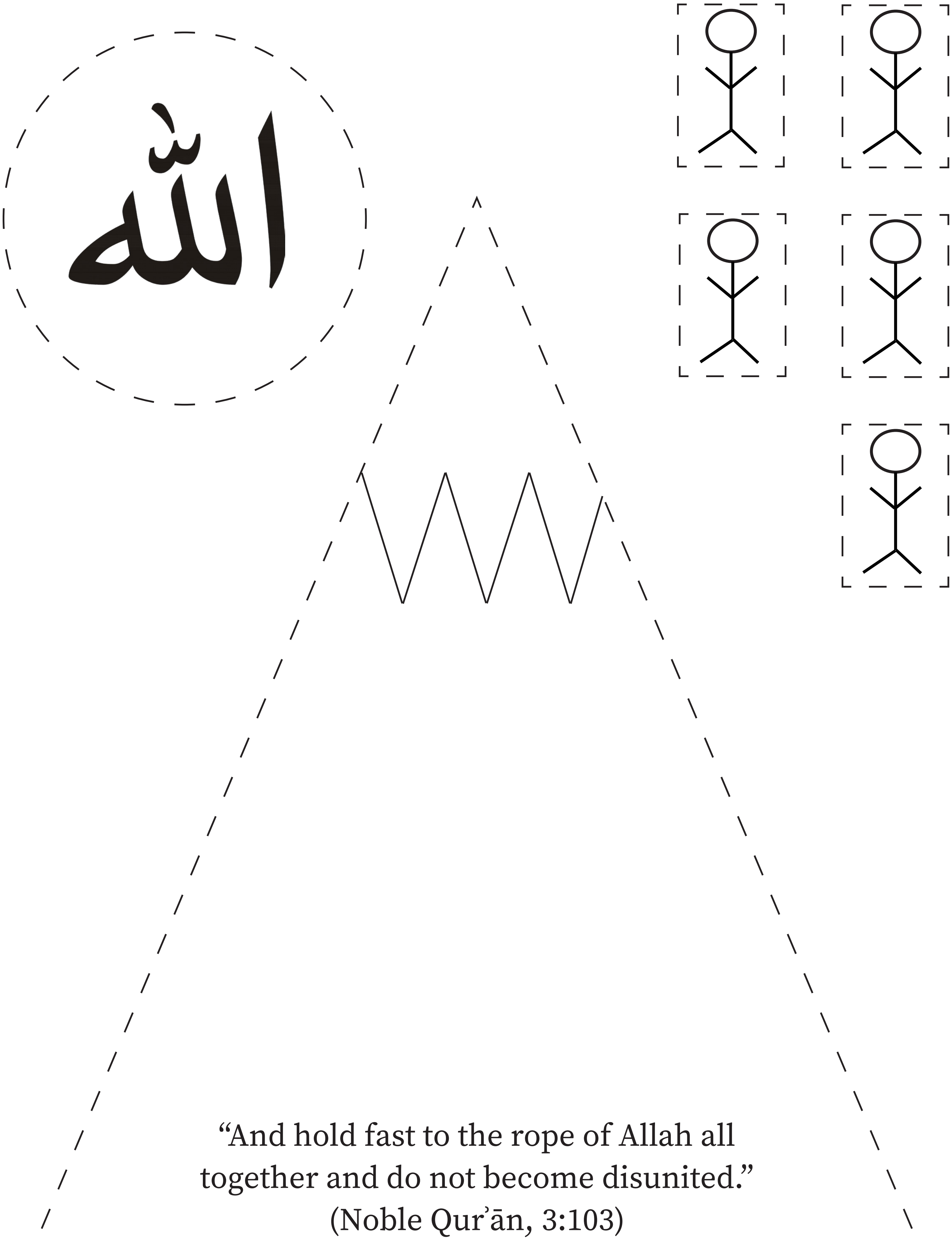
- Mountain template
- 9 inch piece of string
- Construction paper
- Crayons/colored pencils
- Scissors
- Glue
- Tape


الله
"And hold fast to the rope of Allah all together and do not become disunited."
(Noble Qur'ān, 3:103)

Procedure:


"And hold fast to the rope of Allah all together and do not become disunited."
(Noble Qur'ān, 3:103)

1. Color and decorate the pieces of the template however you like.
2. Cut out all of the pieces.
3. Glue the mountain to the construction paper lengthwise, with the base of the mountain at the bottom edge.
4. Then tape one end of the yarn about 2 inches above the tip of the mountain.
5. Tape the other end to secure it.
6. Now glue the Allah circle over the top end of the yarn.
7. Glue the little people along the length of the yarn.
8. Finish decorating the craft however you like.



“And hold fast to the rope of Allah all
together and do not become disunited.”
(Noble Qurʾān, 3:103)

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Lesson 2: Ranks of People With Allah

(taken from *Verses of Light*, lesson 35)

OBJECTIVE

Students will learn how they are ranked by Allah according to their deeds. They will then memorize the āyah.

وَلِكُلٍّ دَرَجَاتٌ مِّمَّا عَمِلُواْ

Transliteration: Wa likullin darajātum-mimmā ʿamilū
Translation: Everyone will be (given) ranks according to what they have done
Āyah Source: Sūrah al-Anʿām, Verse 132 (6:132)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about working hard to receive rewards. Can you think of a time when you worked hard? Did you get anything in the end?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this ayah, Allah tells us people are given ranks and levels. Based on what? Students will most likely answer, "On their actions!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.

LESSON 35: RANKING OF PEOPLE WITH ALLAH

1st Place
2nd Place
3rd Place

Everyone will be (given) ranks according to what they have done

Sūrah al-Anʿām, Verse 132 (6:132)

﴿وَلِكُلٍّ دَرَجَاتٌ مِّمَّا عَمِلُواْ﴾

Wa likullin darajātum-mimmā ʿamilū

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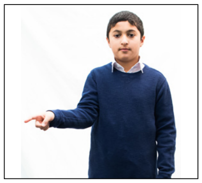
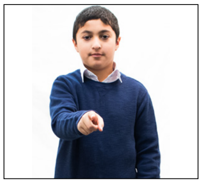
STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
    - The only thing that separates us in rank is taqwā (God consciousness) and our deeds. So when you do good for the sake of Allah, He is pleased with you and you will get more reward in the hereafter!
    - Do you feel like sometimes things aren't always fair? For example, someone might be smarter than you or might have more help to do good deeds, so you might think that they get more reward from Allah. Remember, Allah is very fair and always looks at our intentions and how hard we try to please Him. We might not see reward in this life but we will all be rewarded fairly in Jannah according to our abilities and intentions!
    - We need a "ladder" to get to Jannah. The steps of these ladders are making good choices and remembering Allah each step of the way. Each time we make a good choice, we take one step closer to Jannah!
    - Have you ever heard the saying, "you reap what you sow"? This means that the more time, energy, and care a farmer puts into growing their crops, the more the crops will grow and thrive. Just like that, the more time and energy we put into doing good deeds and making Allah happy, the closer we get to reaching Jannah in the afterlife!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'show steps with your hands,' be sure to say the Arabic (darajātum mimmā) and translation (ranks according to) so that students can associate the sign with the Arabic word and English meaning.


Point to people (Wa likullin - everyone will be (given))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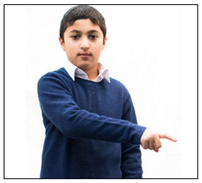
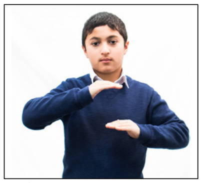
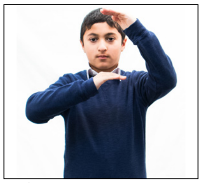
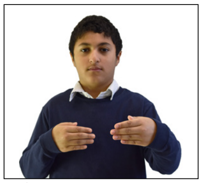
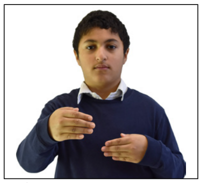

Point to people (Wa likullin - everyone will be (given))


Show steps with your hands (Darajātum-mimmā - ranks according to)


Show steps with your hands (Darajātum-mimmā - ranks according to)


Show an action with your hands (ʿAmilū - what they have done)


Show an action with your hands (ʿAmilū - what they have done)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

It was a warm and beautiful spring day, perfect for a day filled with fun sports and races at school. Mohammad and Baqir were getting ready for the race they were participating in. "Are you ready for this?" Mohammad asked Baqir excitedly. "On your mark, get set, GO!" shouted the teacher, and the kids were off. Mohammad and Baqir ran as fast as they could. It was a hard race, but soon they could see the finish line in front of them. Suddenly, Mohammad tripped, falling hard on the ground and scraping his knees. Not too far behind him was Baqir, who tripped over Mohammad. They knew now that they had no shot at winning the race. Mohammad gave Baqir a hand up. "Are you okay?" he asked. Baqir nodded, so they both finished the race, coming in last. "Sorry for making you lose the race," Mohammad said to Baqir. "It's okay. The race was still really fun, thanks to you!" They both laughed and went to drink some cool lemonade.

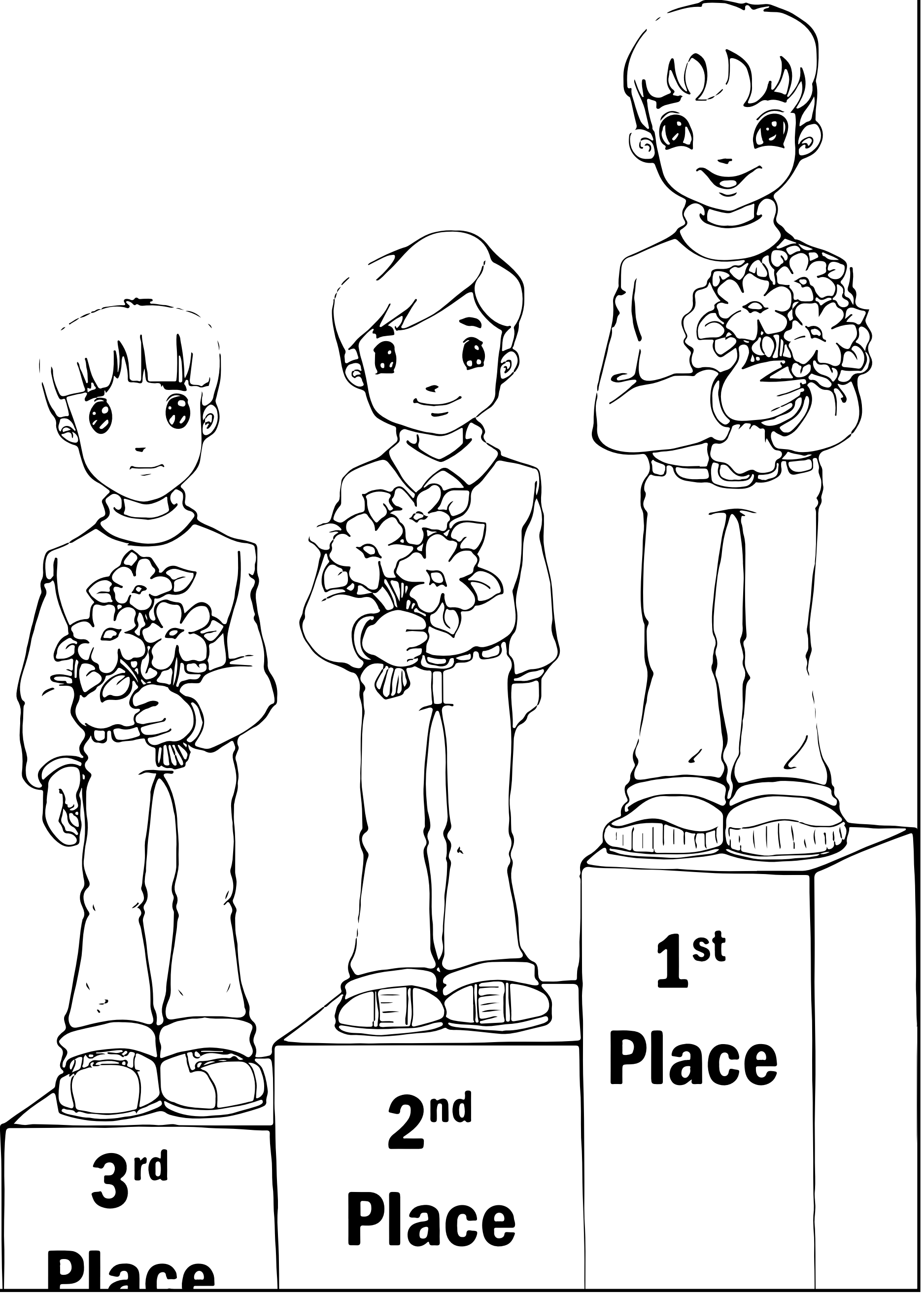
After the awards were handed out, the teacher came up to both of them and said, "I'm really proud of you, māshāʾAllāh!" "But why? We came in last" said Baqir, confused. "Yes, but you helped each other get back up after tripping and didn't blame each other for finishing last. These are the types of things that make people winners in Allah's eyes." The two boys smiled and thanked their teacher. Then, they went off to play some other games and enjoy the rest of their day.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember that Allah ranks us according to our good actions, so we should try to be the best that we can be!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

RANKING OF PEOPLE WITH ALLAH


1st
Place
2nd
Place
3rd
Place

Everyone
will be
(given)
ranks
according
to what they
have done

Sūrah al-Anʿām, Verse 132
(6:132)

﴿وَلِكُلٍّ دَرَجَاتٌ مِّمَّا عَمِلُواْ﴾

Wa likullin darajātum-mimmā ʿamilū

Badges for Good Deeds

Objective: Children will learn that we can do good deeds and achieve Jannah as a team with those that we are close to.

Every deed we perform, no matter how big or small, is recorded and contributes to our status in the Hereafter. Our good deeds and choices, such as being kind to others, helping our parents, cleaning the masjid, and making duʿāʾ for others, are like steps that take us to a higher place in Jannah. Allah (swt) values sincerity, effort, and the intention behind our actions. Those who consistently strive to do good, avoid what displeases Allah (swt), and uphold the teachings of Islam will be rewarded with higher ranks in Jannah.

Many of the good deeds we perform not only benefit us but also help others and set a positive example for them. When we make choices that encourage others to make good choices, we are also helping them have a better place in Jannah too! In this way, we can all strive for higher ranks in Jannah together with the people we care about and love.

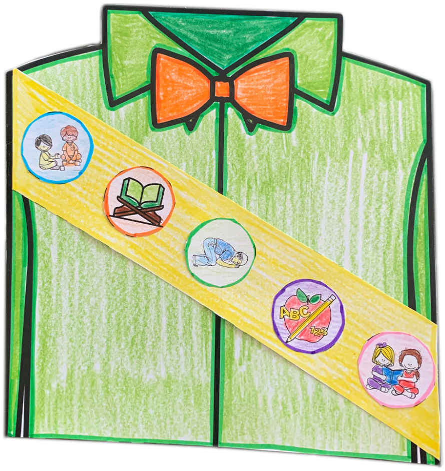
Today, we will be making a paper uniform with badges to help us remember that we are a team, striving to become better Muslims and have a good place in Jannah together, inshāʾAllāh.

Suggested Ages: 5+

Time: 40 minutes

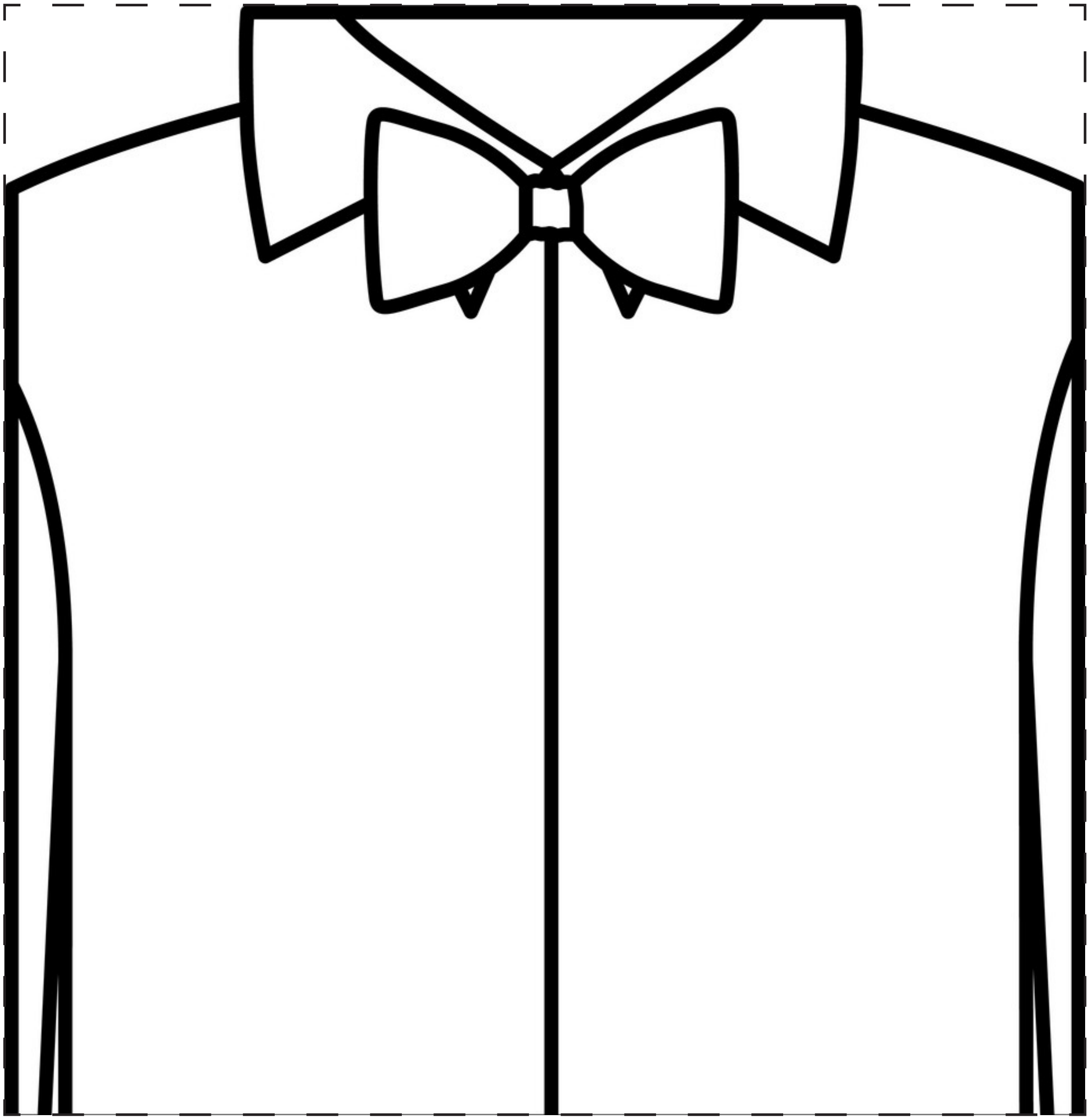
Materials:

- Shirt and badges template
- Crayons/colored pencils
- Markers
- Scissors
- Glue

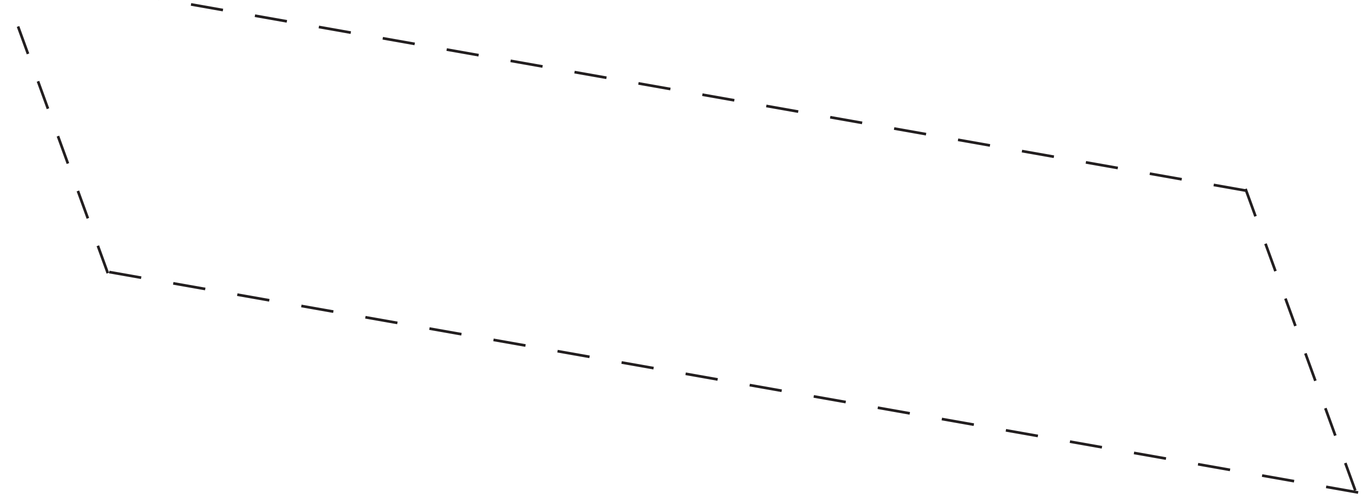


Procedure:

1. Color and decorate the template however you like.
2. Cut out all of the pieces of the template.
3. Glue the sash onto the shirt such that the top left corner of the sash fits into the top left corner of the shirt and the sash runs diagonally down the shirt.
4. Next, glue the badges to the sash.
5. Finish decorating the craft.



ABC
123



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Lesson 3: Encouraging Your Family to Pray

(taken from *Verses of Light*, lesson 36)

OBJECTIVE

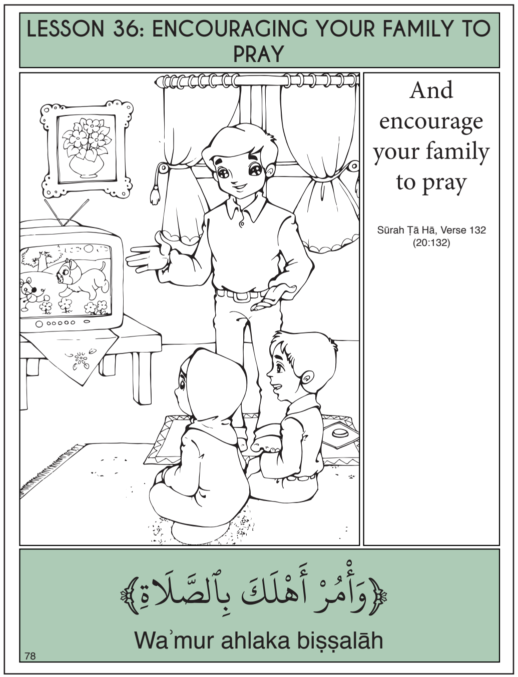
Students will learn about the importance of encouraging their family members to pray. They will then memorize the āyah.

وَأْمُرْ أَهْلَكَ بِٱلصَّلَاةِ

Transliteration: Waʾmur ahlaka biṣṣalāh
Translation: And encourage your family to pray
Āyah Source: Sūrah Ṭā Hā, Verse 132 (20:132)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about encouraging our families to do good things. Have you ever felt like you needed some encouragement to do something? Describe what it was and how you were encouraged to do it.
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah wants us to encourage our families to do? Students will most likely answer, “To pray!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 36: ENCOURAGING YOUR FAMILY TO PRAY

And encourage your family to pray

Sūrah Ṭā Hā, Verse 132 (20:132)

﴿وَأْمُرْ أَهْلَكَ بِٱلصَّلَاةِ﴾

Waʾmur ahlaka biṣṣalāh

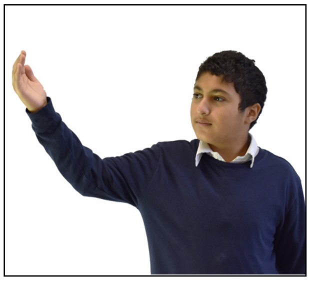
78

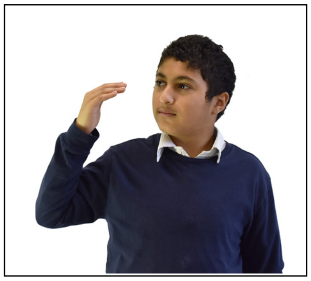
STEP 2: DISCUSSION

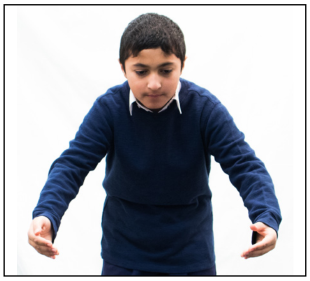
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
    - Ṣalāh is very important in Islam; in fact, it is the most important act of worship. Angels visit regularly in a house where the adhān is called out and ṣalāh is prayed.
    - According to ḥadīth, after this verse came down from Allah, the Prophet (ṣ) used to knock on the door of Imām ʿAlī (ʿa) and Sayyidah Fāṭimah (ʿa) at the time of ṣalāh and say “as-ṣalāh!” So, we should also encourage our own family to pray. Remember, we should always encourage people toward good deeds, especially our families!
    - Can you think of some ways you can nicely encourage everyone in your household to pray, especially if you can all pray on time together? For example, recite adhān loudly at the time of ṣalāh, lay out prayer mats so everyone can pray together, use alarm clocks to motivate everyone to remember prayer time. Remember not to be forceful or mean, and encourage people nicely!
    - Think about when you get some yummy food! You always want to share with your family because you know that they will enjoy it too, right? Just like this, we know that ṣalāh is good for us, so we should also encourage those we love to enjoy it too!

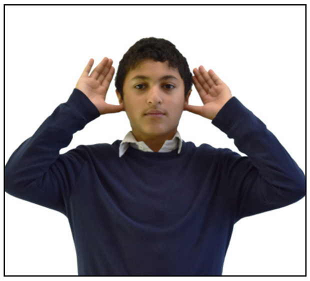
STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘do takbīratul ihrām,’ be sure to say the Arabic (biṣṣalāh) and translation (to pray) so that students can associate the sign with the Arabic word and English meaning.


Gesture to call people
(Waʾmur - and encourage)


Gesture to call people
(Waʾmur- and encourage)


Make a circle with your arms to show those who are close to you
(Ahlaka - your family)


Do takbīratul ihrām
(Biṣṣalāh - to pray)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Malik and Noora were playing with their toys when the adhān started. Their older brother, Sultan, came in and saw them playing. Malik and Noora didn’t usually pray on time, so he thought they might join him if he told them he was praying. He asked, “Hey, it’s time to read ṣalāh. Do you want to join?” "But we're playing!" Noora said. Sultan knew they liked playing games with him so he offered, "What if we pray ṣalāh and then play a game of tag after?" He wanted thawāb for praying on time, so he wanted his family to get rewarded with him as well! Malik's eyes lit up, "Okay, deal!" After ṣalāh, Sultan asked them both, "Do you know why we pray together as a family?" They both shook their heads. "Praying on our own is good, but we get so much more thawāb when we pray together! It also builds a stronger connection to Allah and between ourselves, and reminds us about our responsibilities to pray on time!" They nodded their heads and then Noora tagged Sultan and went running outside!

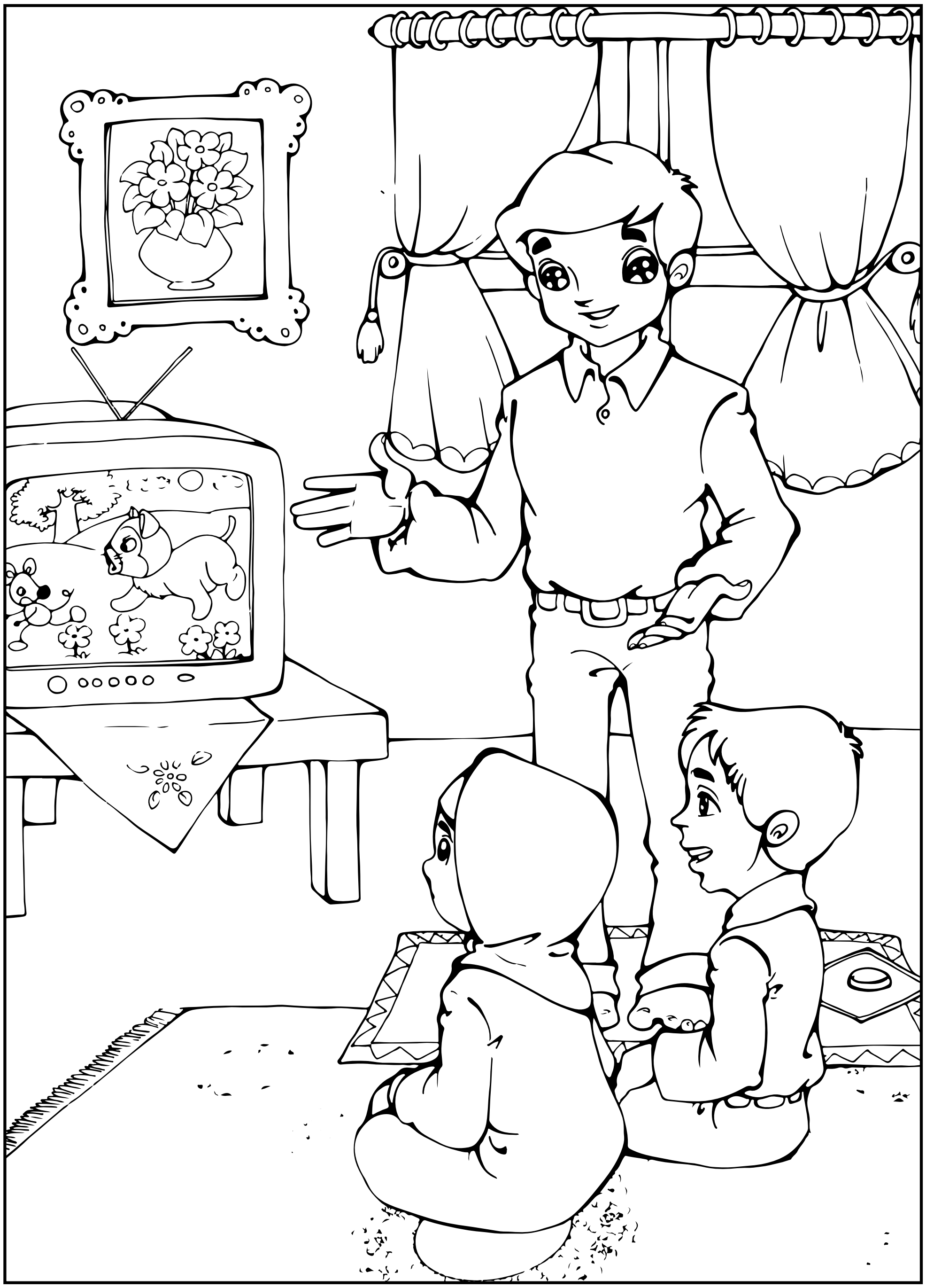
That evening, the three of them lined up to pray together again. When their parents saw them preparing to pray together, they were inspired to join as well! Sultan’s parents were so proud of him for reminding everyone to pray together. Everyone was lined up next to each other and prayed ṣalāh together, just like Allah likes!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to encourage our family to pray, and pray on time ourselves as well!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

ENCOURAGING YOUR FAMILY TO PRAY



And encourage your family to pray

Sūrah Ṭā Hā, Verse 132
(20:132)

﴿وَأْمُرْ أَهْلَكَ بِٱلصَّلَاةِ﴾

Waʾmur ahlaka biṣṣalāh

Prayer Invitations

Objective: Children will learn about remembering Allah (swt) through our daily ṣalāh.

Allah (swt) helps us in countless ways throughout our lives, even when we may not realize it. He listens to our prayers, forgives our mistakes, and gives us the strength to overcome difficulties. His mercy and care surround us at all times, guiding and helping those who trust in Him and turn to Him sincerely.

Sometimes, we may feel inspired to give something back to Allah (swt) to show our gratitude, but there is nothing we can truly give Him in return. What we can do is remember Him often, and the most beautiful way to remember Allah (swt) is by performing our daily ṣalāh.

Ṣalāh is not just an obligation; it is connecting with Allah (swt) to express our love, reliance, and thankfulness to Him. Praying on time and with sincerity demonstrates our commitment to Him and strengthens our faith. By encouraging others to pray as well, we help everyone fulfill their purpose as His servants and draw closer to His mercy and blessings.

Today we are going to make prayer invitations for our family members, to invite them to pray and remember Allah (swt) with us.

You're Invited!
Dear Mother
Please join me to observe prayers at 6:34 pm [time]
You're Invited!
Dear Father
Please join me to observe prayers at 6:15 a [time]
You're Invited!
Dear Brother
Please join me to observe prayers at Zuhr prayers [time]
Amina
You're Invited!
Dear Sister
Please join me to observe prayers at Zuhr prayers [time]
Sincerely, Amina

Suggested Ages: 5+

Time: 30 minutes

Materials:

- Invitation cards template
- Crayons/colored pencils
- Markers
- Scissors
- Optional: stickers and other decorating materials

You're Invited!
Dear Father
Please join me to observe prayers at 6:15 am [time]
Sincerely, Amina
You're Invited!
Dear Brother
Please join me to observe prayers at Zuhr prayers [time]
Sincerely, Amina
You're Invited!
Dear
Please join me to observe prayers at
Sincerely,
You're Invited!

Procedure:

1. Color and decorate the invitation cards. You can use stickers and other decorating materials if you like.
2. Then fill out the blank information on the card invitation (name of family members and time).
3. Finally, cut along the dotted lines to separate the invitations. Give them to the family members you want to invite.

You're Invited!

Dear ________________,

Please join me to observe prayers at _____________
[time]

Sincerely,

____

You're Invited!

Dear ________________,

Please join me to observe prayers at _____________
[time]

Sincerely,

____

You're Invited!

Dear ________________,

Please join me to observe prayers at _____________
[time]

Sincerely,

____

You're Invited!

Dear ________________,

Please join me to observe prayers at _____________
[time]

Sincerely,

____

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Lesson 4: Making Peace

(taken from *Verses of Light*, lesson 37)

OBJECTIVE

Students will learn about the importance of making peace between their friends and family. They will then memorize the āyah.

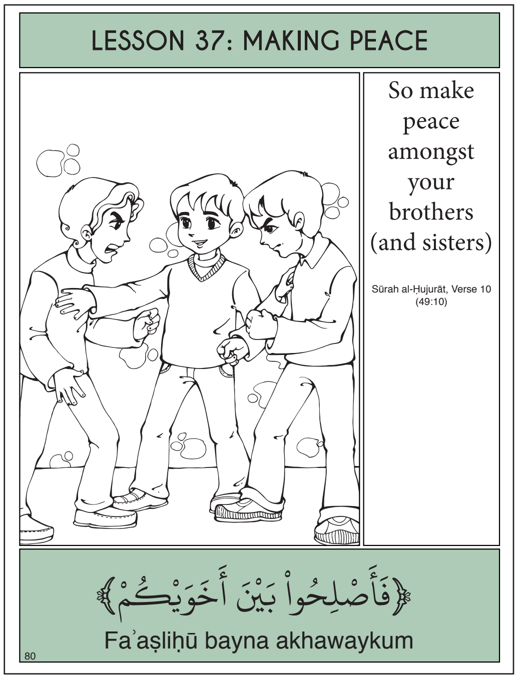
فَأَصْلِحُواْ بَيْنَ أَخَوَيْكُمْ

Transliteration: Faʿaṣliḥū bayna akhawaykum
Translation: So make peace amongst your brothers (and sisters)
Āyah Source: Sūrah al-Ḥujurāt, Verse 10 (49:10)

STEP 1: INTRODUCTION

5

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about making peace amongst ourselves. Can you think of more examples of things or people that create peace? Examples - principal, referee, treaty, etc
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah is asking us to do between ourselves? Students will most likely answer, "Make peace!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 37: MAKING PEACE

So make peace amongst your brothers (and sisters)

Sūrah al-Hujurāt, Verse 10 (49:10)

﴿فَأَصْلِحُواْ بَيْنَ أَخَوَيْكُمْ﴾

Faʾaṣliḥū bayna akhawaykum

80

STEP 2: DISCUSSION

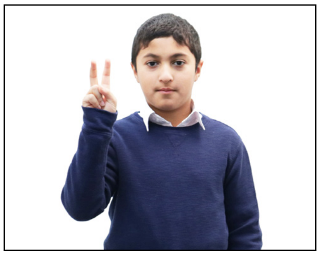
10

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Allah has told us that we're all like brothers and sisters in Islam. He loves it when we are nice to each other and don't fight! One day, Imām Ḥusayn (ʿa) told everyone that he heard Prophet Muḥammad (ṣ) say, "If two people are mad at each other, the first one who says sorry will get to enter Jannah first!" This is how much Allah loves when we make peace amongst ourselves.
   - Not only should we act peacefully with each other, but we should also try to help others keep the peace and not fight. Why do you think Islam gives so much importance to making peace? What happens when we don't have peace?
   - What are some ways that we can keep the peace with people around us? Examples - saying please and thank you, cleaning up after ourselves so we don't inconvenience others, speaking nicely, etc.
   - Ask students what they would do in the following scenarios if someone:
     - Snatched something out of your hand
     - Took one of your things without asking permission
     - Refused to share with you

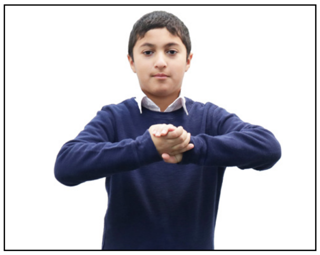
STEP 3: MEMORIZATION & HAND GESTURES

10

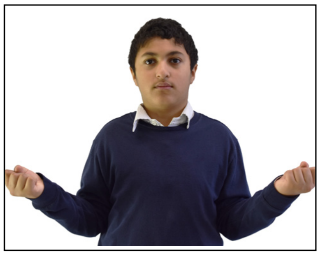
1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make a peace sign,' be sure to say the Arabic (faʾaṣliḥū) and translation (so make peace) so that students can associate the sign with the Arabic word and English meaning.



Make a peace sign
(Faʾaṣliḥū - so make peace)



Joining hands together
(Bayna - amongst)



Place hands out as if you are reciting Duʿā of Unity
(Akhawaykum - your brothers (and sisters))

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

5

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One weekend, Hadi and Hamid went to the park to play basketball. When they arrived, they saw some kids already playing. "Can we join you?" Hadi asked. The other kids nodded, so they started a new game. On their second game, one boy, Akbar, was about make a point when Hamid blocked him and knocked the ball out of his hand. Hamid then scored the winning point and and their team won the game. Akbar was very upset and started yelling at Hamid. "That doesn't count, you aren't allowed to do that!" he yelled. "Yes I am! I won fair and square!" Hamid argued back. Soon, one by one each of the kids began picking sides and arguing with each other.

Hadi, who had decided to sit the second game out, quickly jumped in between the two groups. "Guys, guys! Stop! Let's talk about this!" he pleaded. After a while, both groups finally calmed down. Akbar turned to Hadi and asked him to decide whether or not what Hamid did was cheating, since he wasn't playing and could be a neutral party. Hadi hesitated, because he didn't properly see what had happened, but wanted everyone to get along. "Why don't we do two penalty shots since we don't have a referee?" Hadi suggested. "Whichever team makes the shot wins!" The boys agreed, and the two teams took turns taking shots—and both made it! They all agreed that both teams won and shook hands! Since there was still daylight left, they started a new game!

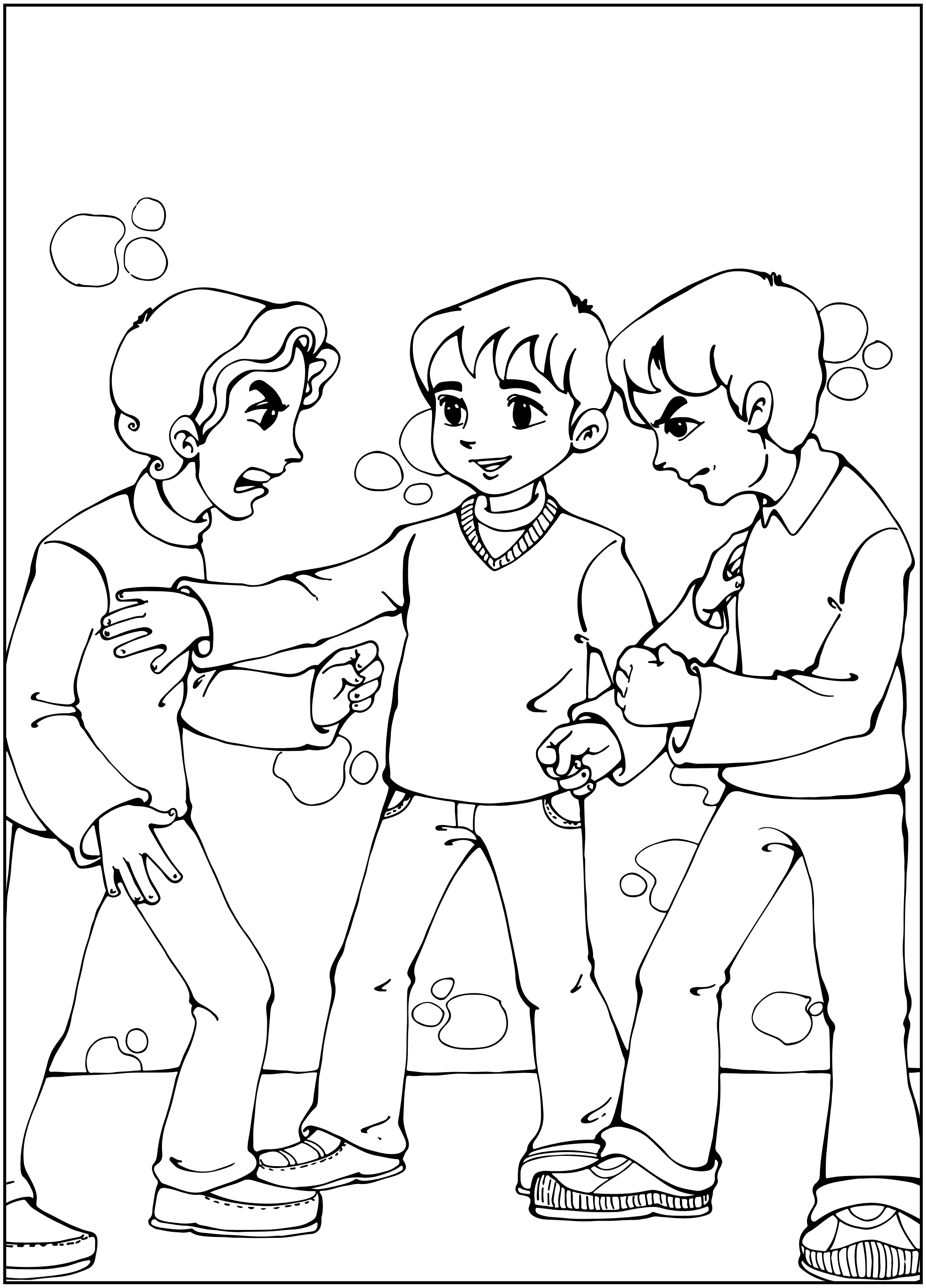
We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to make peace with our brothers and sisters to make Allah happy.

STEP 5: COLORING

10

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

MAKING PEACE



So make
peace
amongst
your
brothers
(and sisters)

Sūrah al-Ḥujurāt, Verse 10
(49:10)

﴿فَأَصْلِحُواْ بَيْنَ أَخَوَيْكُمْ﴾

Faʾaṣliḥū bayna akhawaykum

Peace Bridge

Objective: Children will learn that making peace is a characteristic of a muʿmin.

Making peace with one another is a key part of being a good Muslim and building strong relationships within our community. Just like two hands work together to clean one another, we should help our brothers and sisters in Islam get along and resolve disagreements. This includes stopping arguments, sharing what we have, working together, and showing kindness. These actions create a harmonious environment where everyone feels supported and valued.

Making peace brings us closer to Allah (swt) as it reflects His compassion and mercy. Those who work to bring people together often exhibit beautiful traits like humility, compassion, generosity, selflessness, honesty, and God-consciousness. These are characteristics of a true believer, or muʾmin—someone who strives to follow Allah's guidance and the example of the Ahlul Bayt (ʿa). A muʾmin actively encourages kindness and unity within the community. Possessing these qualities not only strengthens our bond with one another, but also earns the pleasure of Allah (swt), inshāʾAllāh.

Today we are going to do an activity to visualize what it means to make peace with each other and inspire us to be our best selves.

Suggested Ages: 5+

Time: 40 minutes

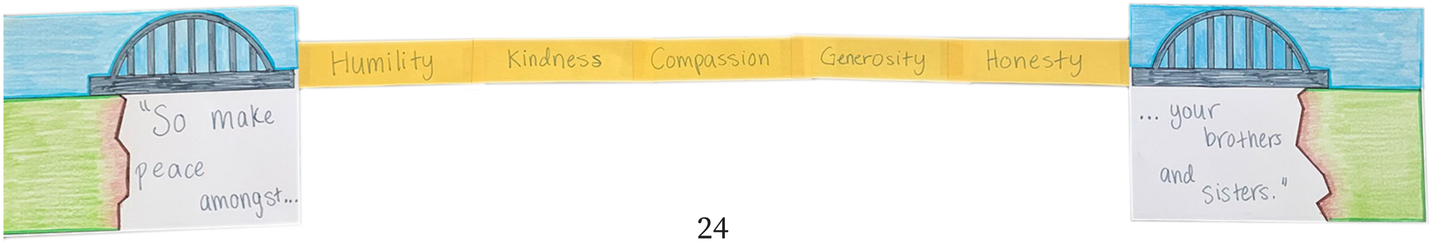
Materials:

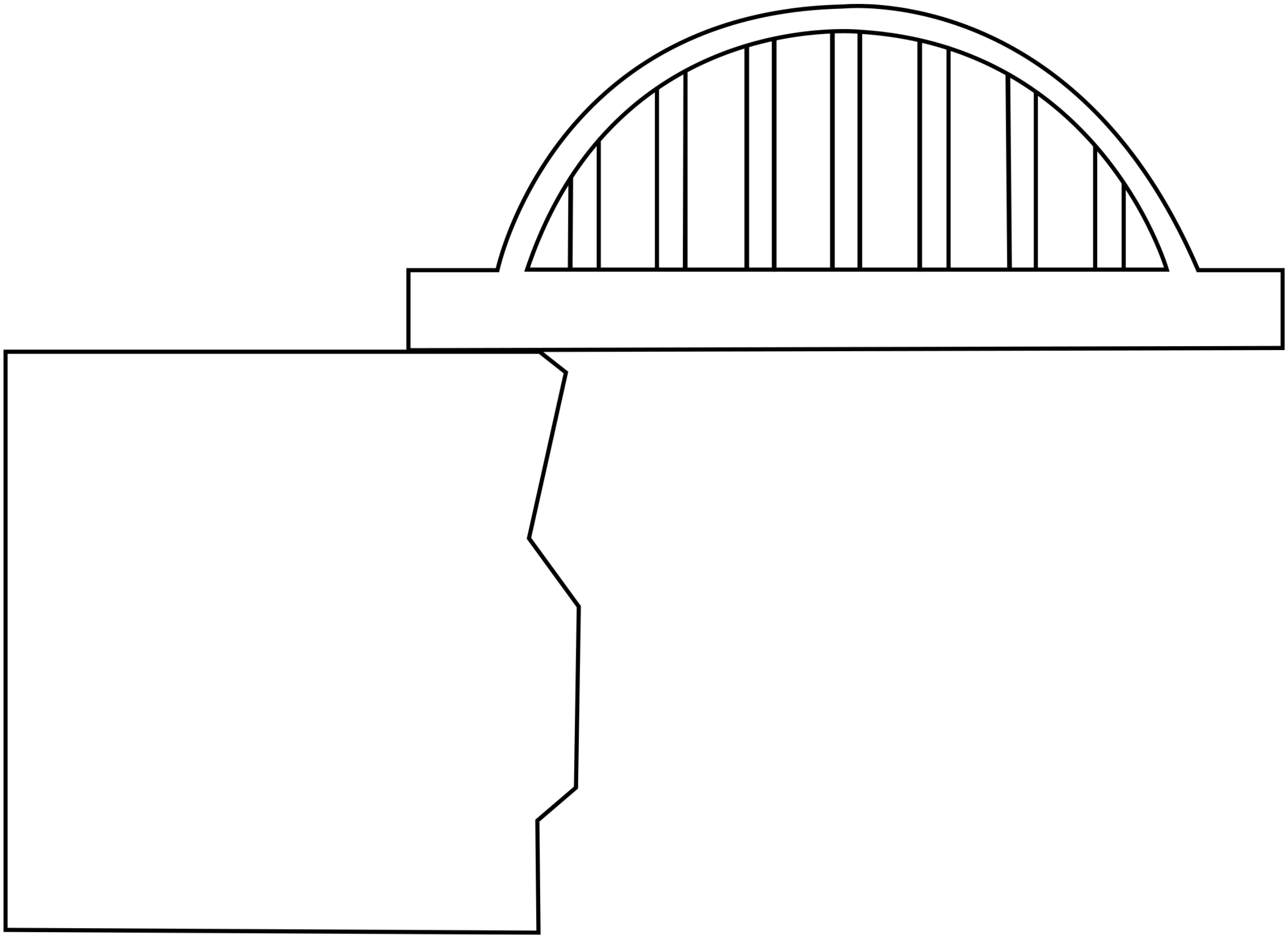
- Bridge template
- Construction paper
- Crayons/colored pencils
- Pencil/marker
- Scissors
- Glue/tape

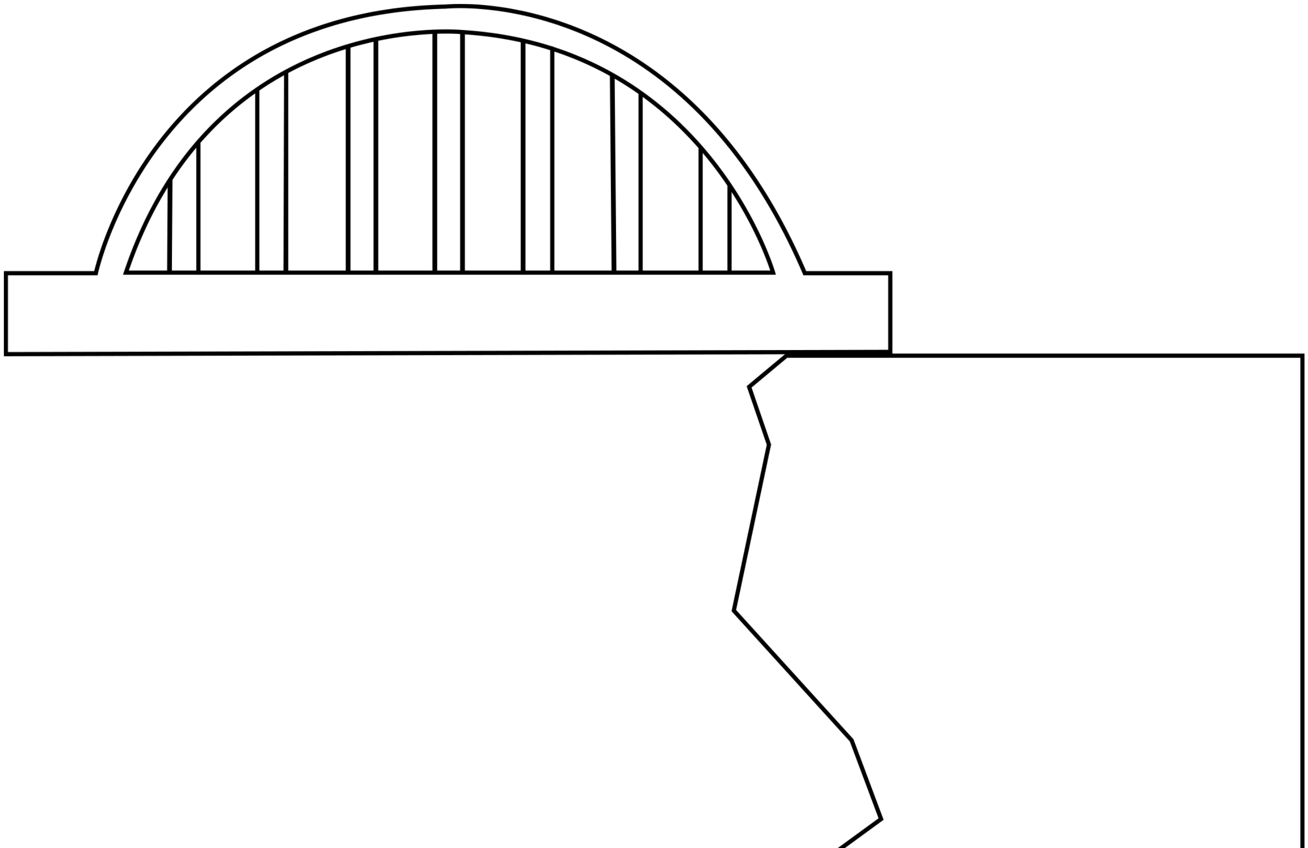
Procedure:

Humility
Kin

1. Color the bridge template however you like.
2. Cut out the two sides of the bridge by cutting along the dotted lines.
3. Take the construction paper and cut out 4-5 strips of paper, about 1 inch wide and 4 inches long.
4. On each strip, write one characteristic that helps us to make peace with each other.
5. Starting on one end of the bridge, connect each strip of paper together using glue or tape. Connect the last piece to the other end of the bridge to complete
6. Finish decorating the craft however you like.







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Lesson 5: Being Grateful to Your Parents

(taken from *Verses of Light*, lesson 19)

OBJECTIVE

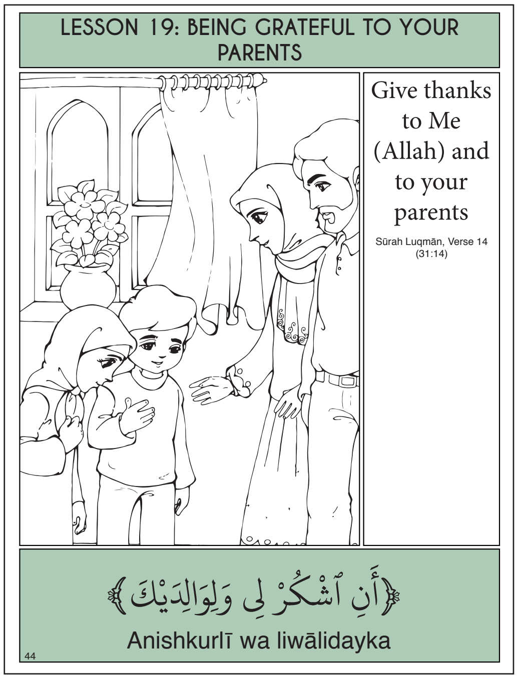
Students will learn about the importance of being grateful to Allah and their parents. They will then memorize the āyah.

أَنِ ٱشْكُرْ لِى وَلِوَٰلِدَيْكَ

Transliteration: Anishkurlī wa liwālidayka
Translation: Give thanks to Me (Allah) and to your parents
Āyah Source: Sūrah Luqmān, Verse 14 (31:14)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We've talked about how important it is to be thankful to Allah. Now, we are going to talk about being thankful to our parents. Why should we be thankful to our parents? What are some things they do for us?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us to do? Students will most likely answer, "Be thankful to our parents!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 19: BEING GRATEFUL TO YOUR PARENTS

Give thanks to Me (Allah) and to your parents

Sūrah Luqmān, Verse 14 (31:14)

﴿أَنِ ٱشْكُرْ لِى وَلِوَٰلِدَيْكَ﴾

Anishkurlī wa liwālidayka

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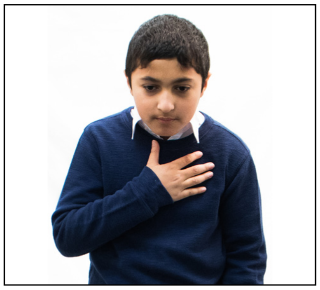
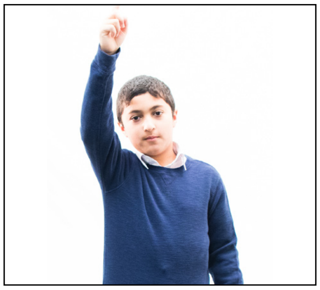
STEP 2: DISCUSSION

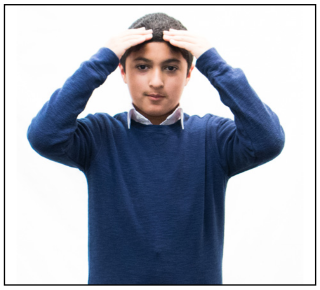
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
    - Allah has given our parents a very important position. If someone wants to make Allah happy, and to be successful in this world and the next, one of the keys to Allah's mercy is goodness to our parents.
    - In this verse, Allah says to thank Him, because everything we have is from Him. Immediately after that, He says to thank your parents! Allah chose our parents for us and we should thank Him by appreciating them. Just imagine how important our parents are if Allah is saying that we should thank them right after we thank Allah!
    - What are some ways you can thank your parents?
        - Kiss their hands/feet
        - Thank them for all the things they do for you
        - Make special duʿā for them
        - Help them before they even ask for help
        - Listen to what they say
        - Always let them do things first, like taking food, starting to eat, etc.

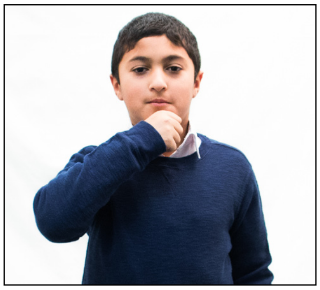
STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'hands on chest and bow,' be sure to say the Arabic (anishkur) and translation (give thanks) so that students can associate the sign with the Arabic word and English meaning.


Hand on chest and bow
(Anishkur - give thanks)


Point up
(Lī - to Me (Allah))


Make a hijab with your hands
(Wa liwālidayka - and to your parents)


Make a beard with your fist
(Wa liwālidayka - and to your parents)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Muhammad was playing at recess with his classmates when his teacher Ms. Sarah called them inside, "Okay everyone, time for lunch!" All of the students came inside to get ready for lunch. Muhammad pulled out his lunch box and opened it up to see what his mom gave him. Yum! A sandwich, chips, fresh strawberries, and some carrots! Ms. Sarah walked by him and he showed her his lunch. "Look at this delicious lunch my mom packed for me!" he said. "Wow!" she responded. "Do you thank your parents for your lunch every day and say bismillāh before eating?" "Sometimes I forget to do both of those things!" he responded. She said, "You should try your best to remember! Allah loves those who are grateful to their parents. He says in the Qurʾān, [read āyah with translation]. The best way to thank Allah is to begin eating with bismillāh and using the energy you get to do things He likes."

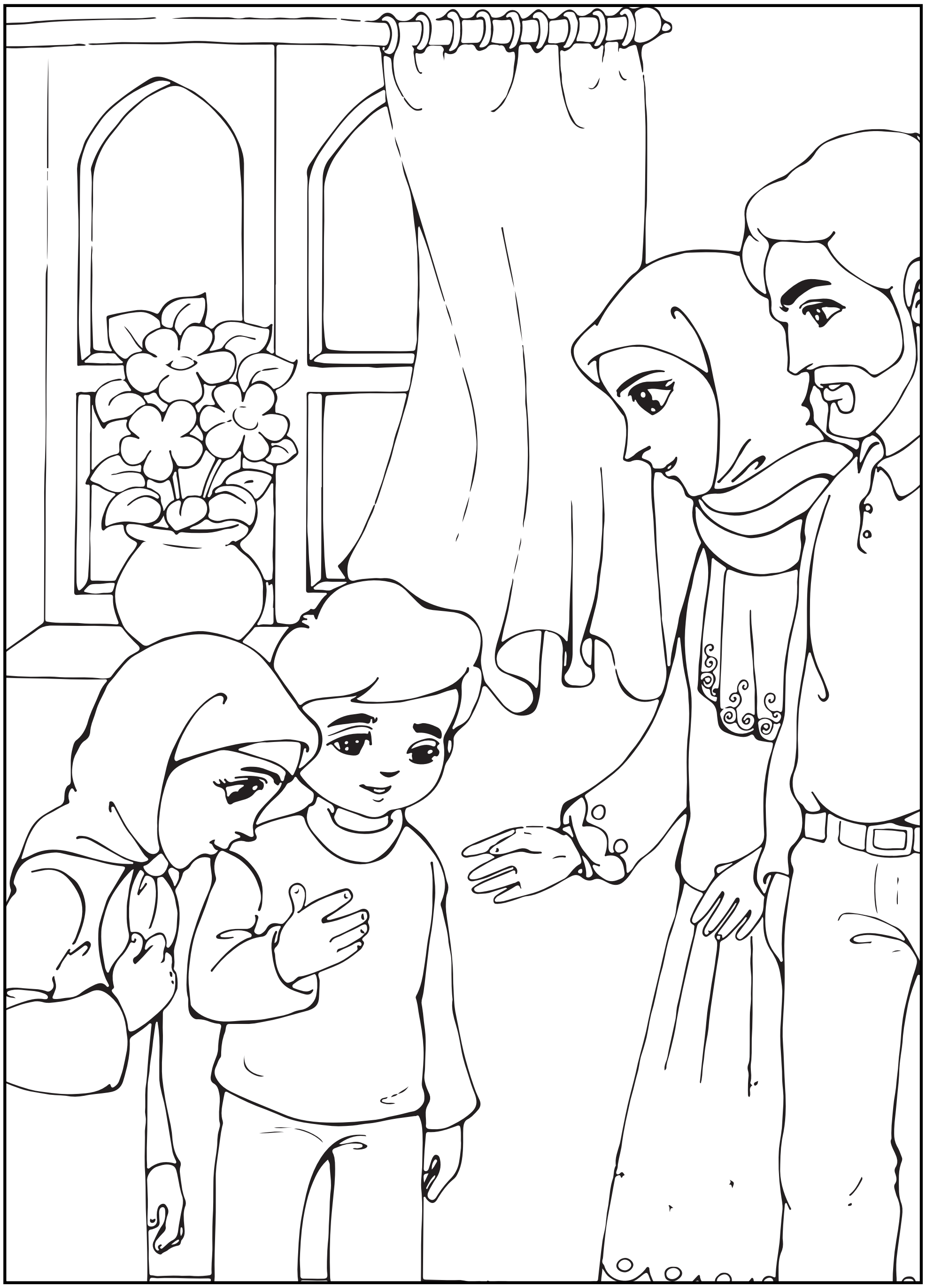
Muhammad realized he had been forgetting to do these two important things all along! It's easy to forget to appreciate those around you, and he knew he should let his mother know that he appreciates everything she does for him. When he got home that afternoon, he told his sister Asiyah what he had learned. They both thanked their parents for everything they did to take care of them. After praying maghrib ṣalāh, Muhammad thanked Allah for his comfy home, the food he got to eat, his loving family, good friends, a good school to learn, and the list goes on and on! Most importantly, he also thanked Allah for giving him such wonderful parents alḥamdulillāh!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always thank Allah and our parents so we can make them happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

BEING GRATEFUL TO YOUR PARENTS



Give thanks to Me (Allah) and to your parents

Sūrah Luqmān, Verse 14
(31:14)

﴿أَنِ ٱشْكُرْ لِى وَلِوَٰلِدَيْكَ﴾

Anishkurlī wa liwālidayka

Grateful Bouquet

Objective: Children will learn about being grateful to Allah (swt) and their parents.

We've been taught to say alḥamdulillāh as a way to thank Allah (swt), such as after a meal. Who else should we thank? We should also thank our parents, who gave us the food, and make sure we are fed and healthy. In the verse from the lesson, Allah (swt) tells us to thank Him, because everything we have is from Him. Immediately after that, He commands us to thank our parents! By thanking them, we are not only showing our appreciation for all that they do for us, but we are also thanking Allah (swt) for giving us parents who take care of us.

We can thank Allah (swt) for all of the blessings He has given us by saying alḥamdulillāh. So how can we thank our parents? In the lesson, we discussed different ways to show our gratitude to them, such as helping them before they ask and kissing their hands to show love and respect.

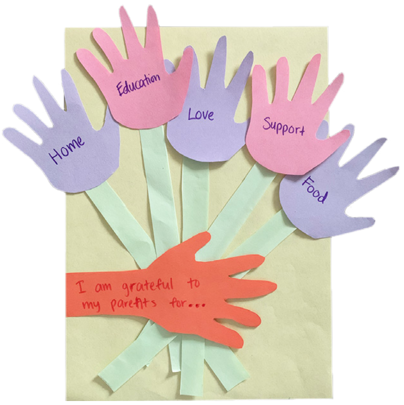
Today, we are going to create a special bouquet for our parents. Here, we can list some of the many things they do for us that we are thankful for.

Suggested Ages: 5+

Time: 40 minutes

Materials:

- 4-6 pieces of construction paper (multiple colors)
- Pencil
- Ruler
- Crayons/colored pencils
- Markers
- Scissors
- Glue



Procedure:

1. Trace your hand up to your wrist on the construction paper, making about 4-5 hands. You can use one color or multiple. These will be the flowers in the bouquet.
2. Trace your hand again, this time a few inches up your arm, on another construction paper, making only 1. This will be the hand holding the bouquet.
3. Then cut out narrow strips of paper from a green paper to be the stems of the flowers.
4. Arrange the flower stems on one of the construction papers to look like a bouquet. Glue them to the page.
5. Then glue each flower hand to the top of each stem.
6. Now glue the arm hand horizontal over the stems to look like it is holding the bouquet.
7. On each flower hand, write one thing you are thankful to your parents for.
8. Finish decorating the craft however you like.

Lesson 6: Reciting the Noble Qurʾān

(taken from *Verses of Light*, lesson 39)

OBJECTIVE

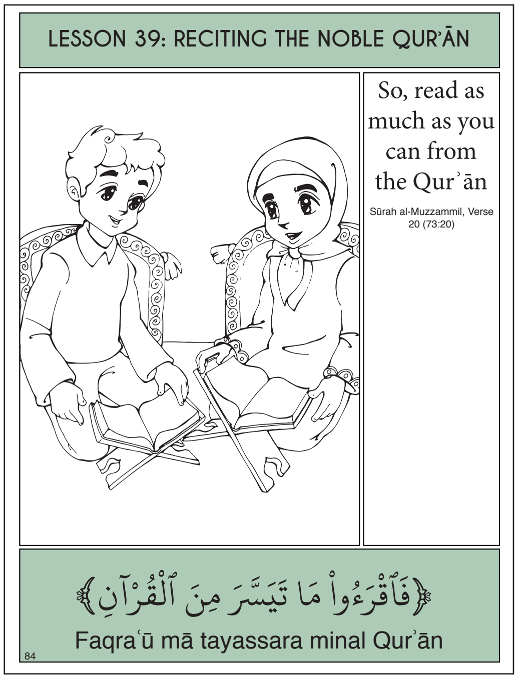
Students will learn about the value of reading the Noble Qurʾān. They will then memorize the āyah.

فَٱقْرَءُوا۟ مَا تَيَسَّرَ مِنَ ٱلْقُرْآنِ

Transliteration: Faqraʿū mā tayassara minal Qurʾān
Translation: So read as much as you can from the Qurʾān
Āyah Source: Sūrah al-Muzzammil, Verse 20 (73:20)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about the Noble Qurʾān. What makes the Qurʾān so special? What does the Qurʾān teach us? How can we learn the message of the Qurʾān?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah is telling us about the Qurʾān? Students will most likely answer, "To read it a lot!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 39: RECITING THE NOBLE QURʾĀN

So, read as much as you can from the Qurʾān

Sūrah al-Muzzammil, Verse 20 (73:20)

﴿فَٱقْرَءُوا۟ مَا تَيَسَّرَ مِنَ ٱلْقُرْآنِ﴾

Faqraʿū mā tayassara minal Qurʾān

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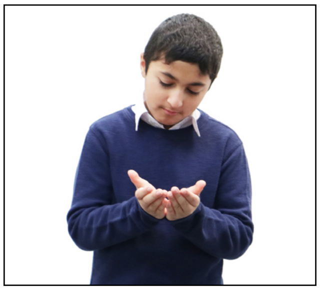
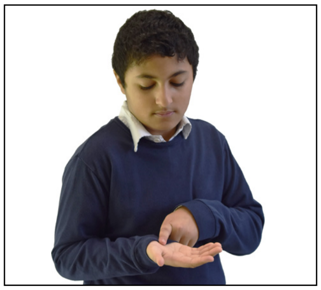
STEP 2: DISCUSSION

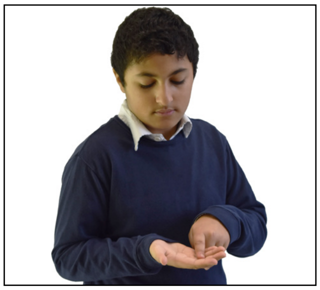
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - If you were in a room full of money and you only had five minutes to gather as much as you could, what would you do?! Of course you would use each minute to pick up as money as you could, right?
   - This world is just like that room, except instead of money, you have to try to gather as many good deeds as possible. The more good deeds you gather, the more rewards you will receive from Allah, and the higher your place will be in Jannah!
   - One of the good deeds that we should always try to do is read the Qurʾān. Reading Qurʾān give us lots of thawāb and rewards, but can you think of what else it gives us?! Yes, it gives us the tools for how to be good Muslims and make good choices so that we can get into even higher levels of Jannah!
   - Only reading the Qurʾān is not enough. We must learn from and think about what the Qurʾān is telling us, or else there's no point! We need to learn the Qurʾān, let its message enter our hearts and souls, and change our actions to be the best of actions, inshāʾAllāh.

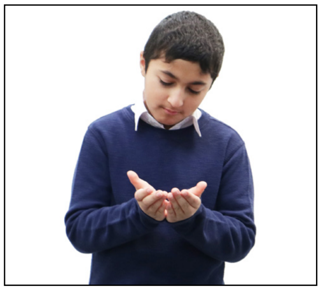
STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make hands as Qurʾān,' be sure to say the Arabic (minal Qurʾān) and translation (from the Qurʾān) so that students can associate the sign with the Arabic word and English meaning.


Open hands to make a book
(Faqraʿū - so then read)


Scan book with your finger
(Mā tayassara - as much as you can)


Scan book with your finger
(Mā tayassara - as much as you can)


Make hands as Qurʾān
(Minal Qurʾān - from the Qurʾān)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

It was finally summer, and Roohi and Rahman were excited to play with their friends! Every day they went outside to play after reading afternoon ṣalāh. One afternoon, it was pouring down rain! There was no way they could go out to play today. "What should we do?" Roohi asked Rahman. "Let's play hide and seek!" Rahman suggested. So they took turns hiding from each other all around the house. In one of the rooms, they found their mother reading the Qurʾān.

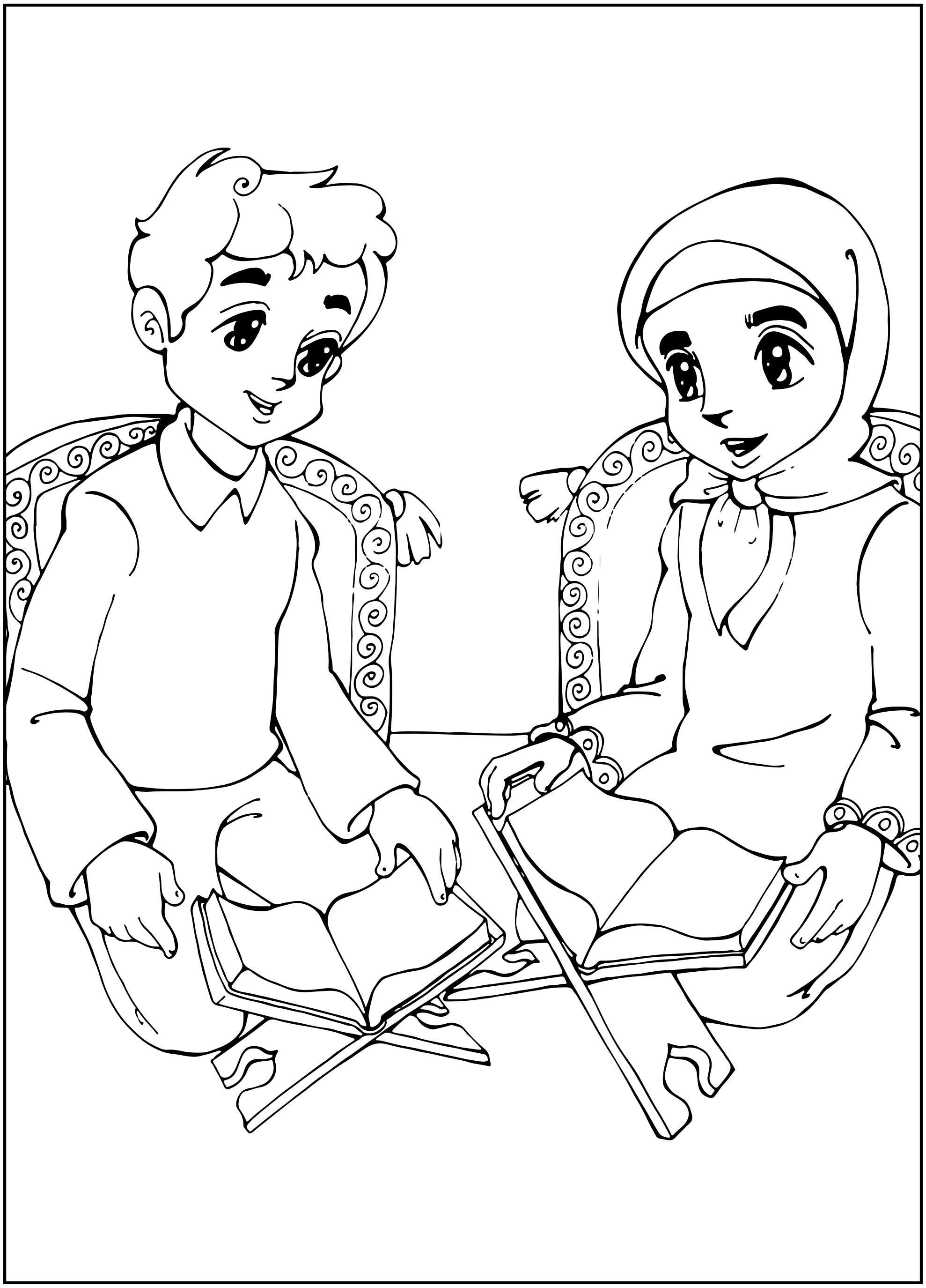
"What are you doing?" Roohi asked. "Are you looking for a specific verse or sūrah?" "No, I'm just reading the Noble Qurʾān," she replied. "I wanted to read some after ṣalāh beause we should try to recite the Noble Qurʾān as much as possible. Did you know that if you recite Sūrah Yāsīn you get the thawāb of reciting the whole Qurʾān 12 times?!" Roohi and Rahman were shocked! 12 times?! For one sūrah? That's amazing! Their mother continued listing all the other benefits from reading different sūrahs of the Qurʾān. "Of course, to truly get this reward, you should try to understand what you're reading, read the translation, and put it into practice," their mother said. Roohi and Rahman decided they wanted to read as much as possible to get all these rewards. They both did wuḍūʾ and read Sūrah Yāsīn with their mother. They enjoyed it so much that every afternoon they would read a different surah before going outside to play!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should try to read as much Qurʾān as possible to make Allah happy with us and get lots of thawāb!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

RECITING THE NOBLE QUR'ĀN



So, read as much as you can from the Qurʾān

Sūrah al-Muzzammil, Verse 20 (73:20)

﴿فَٱقْرَءُواْ مَا تَيَسَّرَ مِنَ ٱلْقُرْآنِ﴾

Faqraʿū mā tayassara minal Qurʾān

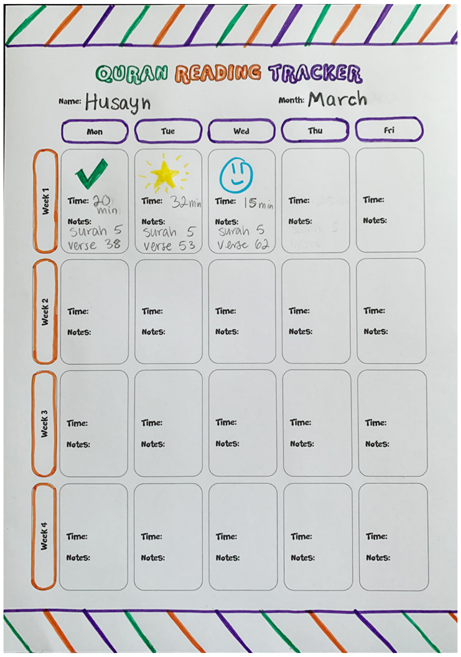
Qurʾān Reading Tracker

Objective: Children will learn how they can start learning from the Qurʾān and track their progress.

Reading the Noble Qurʾān is not just an act of worship, but helps us improve our actions and behavior. The words of the Qurʾān are full of wisdom and lessons that inspire us to live with kindness, honesty, and God-consciousness. When we read the Qurʾān, we should reflect on its teachings and think about how to apply them in our daily lives. Sharing what we learn with our family and friends or writing down notes can help us remember and understand these valuable lessons.

Learning from the Noble Qurʾān doesn't stop at simply understanding its messages—it continues when we put those lessons into practice. This means thinking, speaking, and acting in ways that reflect the best behavior the Qurʾān teaches us.

In order to reach this level of understanding, we should aim to read even a small portion of the Qurʾān every day. We can use a chart, such as the one on the next page, to help keep track of how much of the Noble Qurʾān we read. Through consistent reading and reflection, we can continue to learn, improve ourselves, and live as better Muslims, inshāʾAllāh.



QURAN READING TRACKER

Name: Husayn
Month: March

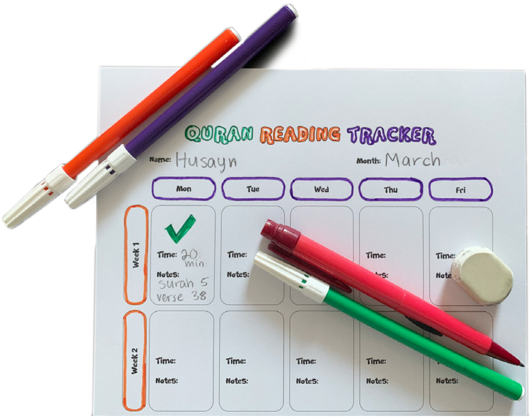
	Mon	Tue	Wed	Thu	Fri
Week 1	✓ Time: 20 min Notes: surah 5 verse 38	Time: 32 min Notes: surah 5 verse 53	Time: 15 min Notes: surah 5 verse 62	Time: Notes:	Time: Notes:
Week 2	Time: Notes:	Time: Notes:	Time: Notes:	Time: Notes:	Time: Notes:
Week 3	Time: Notes:	Time: Notes:	Time: Notes:	Time: Notes:	Time: Notes:
Week 4	Time: Notes:	Time: Notes:	Time: Notes:	Time: Notes:	Time: Notes:

Suggested Ages: 5+

Time: 30 minutes

Materials:

- Quran Reading Tracker
- Crayons/colored pencils
- Markers
- Pencil/pen
- Stickers



Procedure:

1. Read a little of the Qurʾān each day, using the tracker to keep track of your progress.
2. Write how much time you spent reading, and which sūrah and āyah you stopped at.
3. You can use stickers to mark that you read that day.
4. Color and decorate the tracker however you like.

QURAN READING TRACKER

Name:

Month:

	Mon	Tue	Wed	Thu	Fri
Week 1	Time: Notes:	Time: Notes:	Time: Notes:	Time: Notes:	Time: Notes:
Week 2	Time: Notes:	Time: Notes:	Time: Notes:	Time: Notes:	Time: Notes:
Week 3	Time: Notes:	Time: Notes:	Time: Notes:	Time: Notes:	Time: Notes:
Week 4	Time: Notes:	Time: Notes:	Time: Notes:	Time: Notes:	Time: Notes:

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Lesson 7: Saying But Not Practicing

(taken from *Verses of Light*, lesson 40)

OBJECTIVE

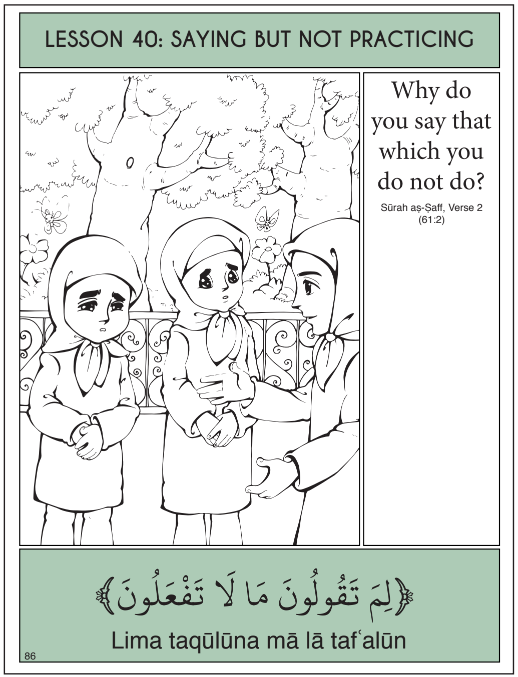
Students will learn about the importance of practicing what they preach. They will then memorize the āyah.

لِمَ تَقُولُونَ مَا لَا تَفْعَلُونَ

Transliteration: Lima taqūlūna mā lā tafʿalūn
Translation: Why do you say that which you do not do?
Āyah Source: Sūrah aṣ-Ṣaff, Verse 2 (61:2)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about following our own advice to others. Why is it important to do what you also tell others to do? Why is it wrong if you don't follow your own advice?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah tells us we should do when we tell others to do something. Students will most likely answer, "To do the same thing!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 40: SAYING BUT NOT PRACTICING

Why do you say that which you do not do?

Sūrah aṣ-Ṣaff, Verse 2 (61:2)

﴿لِمَ تَقُولُونَ مَا لَا تَفْعَلُونَ﴾

Lima taqūlūna mā lā tafʿalūn

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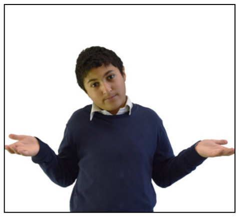
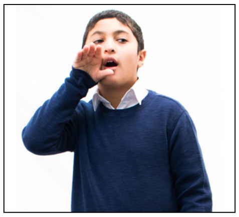
STEP 2: DISCUSSION

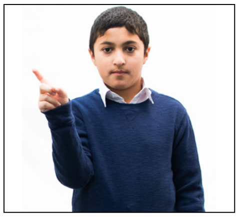
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Have you heard the expression, "If you can't walk the walk then, don't talk the talk?" What do you think that this means? This means that we should only tell others what to do or give them advice if we're able to follow it ourselves. Another way people often talk about this is to "practice what you preach."
   - For example, if you drink soda yourself, do you think that you should stop others from drinking soda? No, right? You should always try to follow your own advice. A person who tells others to do something but doesn't do it themselves is practicing nifāq, or hypocrisy.
   - If we do tell others to do something that we don't do all the time ourselves, it should always be with the intention for making ourselves better! For example, if you usually don't pick up trash on the floor at the masjid, but you see a child who was throwing trash on the floor, you should ask them nicely to pick it up and help them. But at the same time, you should make a promise that you will try harder to keep the masjid clean yourself! Perhaps next time you see trash and you don't see who threw it, you should pick it up for the sake of making yourself better!
   - Remember, Allah is the Judge of your actions. If you tell someone to do something that you don't usually do yourself, they might not know, but Allah will always know!

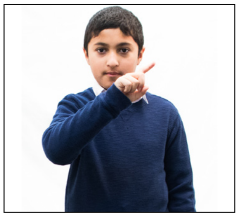
STEP 3: MEMORIZATION & HAND GESTURES

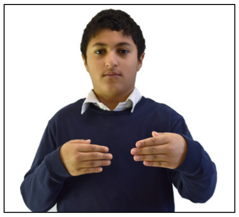
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘put one hand next to your mouth and pretend to talk,’ be sure to say the Arabic (taqūlūna) and translation (say that which you) so that students can associate the sign with the Arabic word and English meaning.

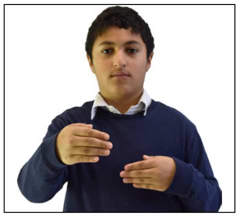

Shrug your shoulders (Lima - why do you)


Put one hand next to your mouth and pretend to talk (Taqūlūna - say that which you)


Make “No” with your finger (Mā lā - do not)


Make “No” with your finger (Mā lā - do not)


Show an action with your hands (Tafʿalūn - do)


Show an action with your hands (Tafʿalūn - do)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Laila was a nice girl, but she was always telling others what to do. She would tell her siblings to wash their own dishes when they were done eating, but wouldn’t wash her own! She would remind others to recycle, but would throw her own bottles into the trash! One day at school, Laila saw two girls fighting over the swing on the playground. She went to them and reminded, “Don’t fight! You need to take turns!” One of the girls agreed to let the other have the turn, and decided to come back later. When she finally returned, Laila was having her turn on the swing and wouldn’t get off! The girl got upset and said, "You're the one that said we need to take turns! You always tell people to do things you don't do yourself!" and stormed off.

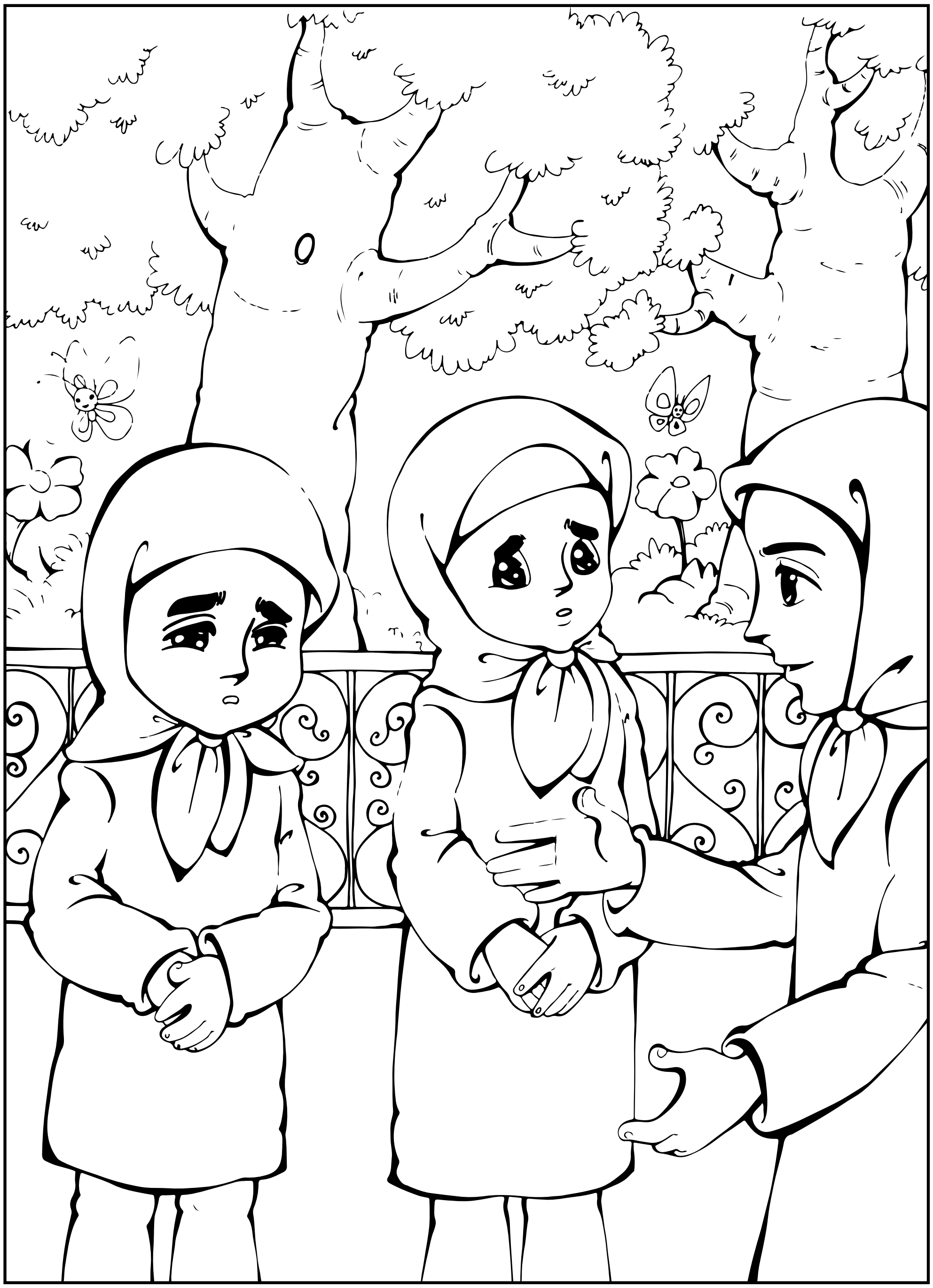
Her teacher saw what happened and Laila's worried face. "Laila, do you think that if Prophets or teachers told people to do things that they didn't do themselves, people would listen?" "Hmmm...probably not," Laila responded. "So do you think it's good to tell people to do things you don't do yourself? If you want Allah to help you to become the best person you can be, you have to practice what you tell others to do. This is the best way!" her teacher explained. Do I really tell others to do things I don't do myself? Laila thought about it to herself. She wanted to become a better person and wanted others to respect her. She thought about all the things she advised others to do, and decided that she would try to become better at washing her dishes, recyling, eating healthy, and sharing! This would make Allah happy with her too!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to practice what we preach, so that we make ourselves better, and make Allah happy with us!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

SAYING BUT NOT PRACTICING



Why do you say that which you do not do?

Sūrah aṣ-Ṣaff, Verse 2
(61:2)

﴿لِمَ تَقُولُونَ مَا لَا تَفْعَلُونَ﴾

Lima taqūlūna mā lā tafʿalūn

Saying vs Doing

Objective: Children will learn how doing that which we tell others to do will help us be better Muslims.

In the lesson, we learned that it is wrong to tell others to do something if we do not do it ourselves. Allah (swt) teaches us to practice what we preach and to live by the lessons we share with others. When we tell someone to act in a certain way or perform a good deed, we should ensure we are doing the same. This builds trust and sincerity, as our actions match our words. Treating others the way we want to be treated means not just giving advice but setting an example by living according to the values we encourage.

Doing good deeds not only improves ourselves, but also inspires others to follow. Our efforts can motivate others to act in the same way, creating a ripple effect of good deeds within the community. Together, we can encourage and help each other practice Allah's teachings to strengthen our faith. When we align our words and actions, we show true commitment to living a life that pleases Allah (swt), inshāʾAllāh.

Today we will do an activity that will remind us to do what we say we're going to do.

Suggested Ages: 5+

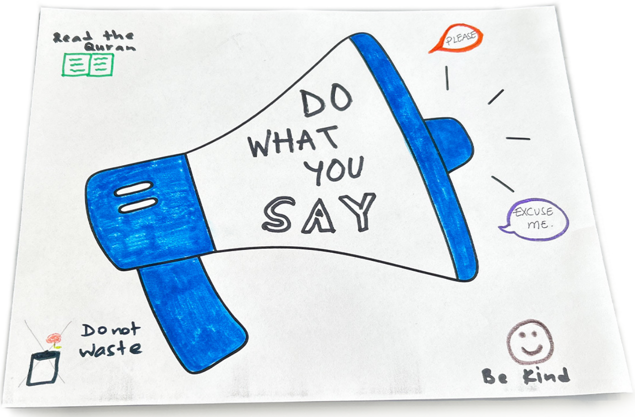
Time: 40 minutes

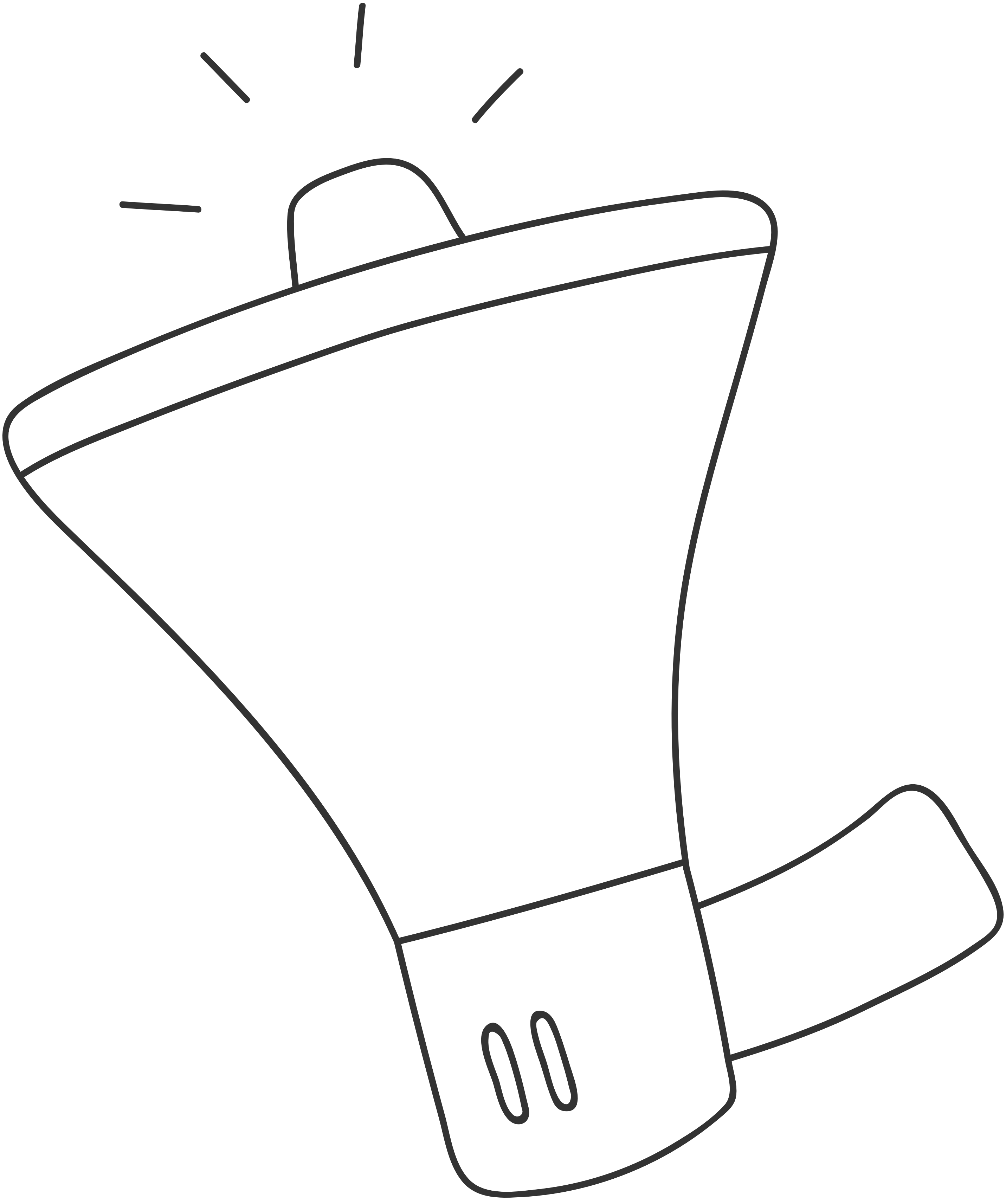
Materials:

- Speakerphone activity
- Pencil
- Crayons/colored pencils
- Markers

Procedure:

1. Color the speakerphone image.
2. Write in big letters "Do What You Say" or something similar.
3. For older kids: write simple sentences and draw the action to match, ex:
    - write "be kind" and draw a smiley face
    - write "do not waste food" and draw a crossed out garbage bin
    - write "use good words" and draw a speech bubbles with nice words inside
    - write "read the Qurʾān" and draw a Qurʾān/book
4. Finish decorating however you like.





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Lesson 8: Looking Good

(taken from *Verses of Light*, lesson 41)

OBJECTIVE

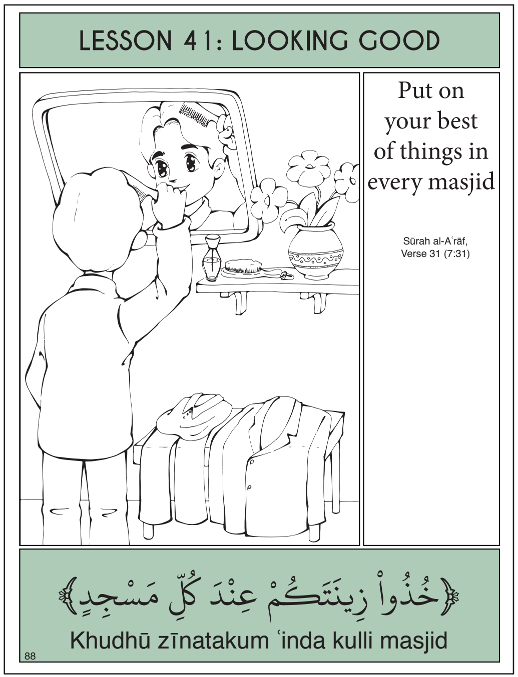
Students will learn about the importance of looking their best for the sake of Allah when going to the masjid. They will then memorize the āyah.

خُذُواْ زِينَتَكُمْ عِندَ كُلِّ مَسْجِدٍ

Transliteration: Khudhū zīnatakum ʿinda kulli masjid
Translation: Put on your best of things in every masjid
Āyah Source: Sūrah al-Aʿrāf, Verse 31 (7:31)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** How do you think we should dress when going to a nice place? How do you think we should dress when going to the masjid?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah is telling us to do with our appearance when going to the masjid? Students will most likely answer, "To try to look good!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 41: LOOKING GOOD

Put on your best of things in every masjid

Sūrah al-Aʿrāf, Verse 31 (7:31)

﴿خُذُواْ زِينَتَكُمْ عِندَ كُلِّ مَسْجِدٍ﴾

Khudhū zīnatakum ʿinda kulli masjid

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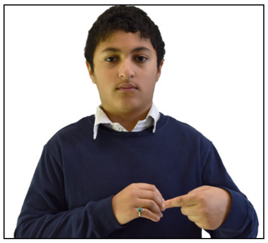
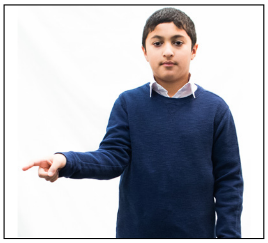
STEP 2: DISCUSSION

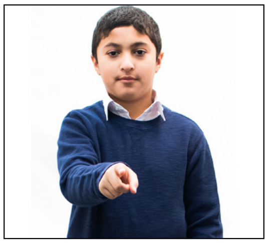
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
    - What do you think are some ways of making ourselves look nice before going to the masjid? Examples - wearing nice clothes, putting on perfume, combing your hair, brushing your teeth, smiling, etc.
    - If you were going to the house of someone very important, how would you make yourself look? Why do you think that Allah tells us in the Qurʾān to put on our best clothes when going to a masjid? Any place where Allah is remembered is a place where we should try to look our best.
    - Putting on our best things doesn't have to be just physical - it can be spiritual as well! What are some spiritual ways of making ourselves beautiful? Example - doing wuḍūʾ, saying bismillāh or ṣalām to the angels when entering, doing a mustaḥab ghusl beforehand, etc.
    - The clothes you wear to the masjid should be extra special, instead of the normal clothes you wear to school or the park. The masjid is special, so your clothes should be special too! Why do you think this is?

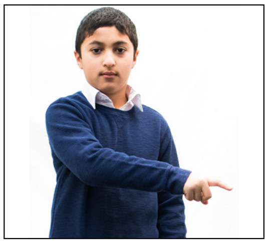
STEP 3: MEMORIZATION & HAND GESTURES

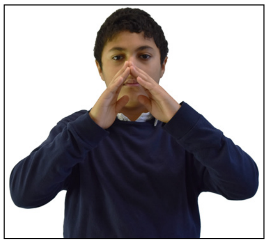
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make shape of roof with hands,' be sure to say the Arabic (Masjid) and translation (Masjid) so that students can associate the sign with the Arabic word and English meaning.


Point to your ring (Khudhū zīnatakum - put on your best of things)


Point to each thing (ʿInda Kulli - in every)


Point to each thing (ʿInda Kulli - in every)


Point to each thing (ʿInda Kulli - in every)


Make shape of roof with hands (masjid - masjid)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One hot summer day, Baqir had to go with his mother for Friday prayers. He was feeling very lazy, so he got up to get ready five minutes before they had to leave. That didn't leave enough time for him to shower or change, so he just did wuḍūʾ quickly. "Ready!" he said. His mother came in and looked at the way he was dressed, raising her eyebrows. "Are you sure?" she said. Baqir looked down at himself and shrugged. Then he saw the stain on his shirt, his messy hair, and creased pants. Compared to his mother who was wearing her best clothes and perfume, he looked unpresentable! "Don't you want to look your best? We should always wear our nicest things when going to the masjid," his mother explained.

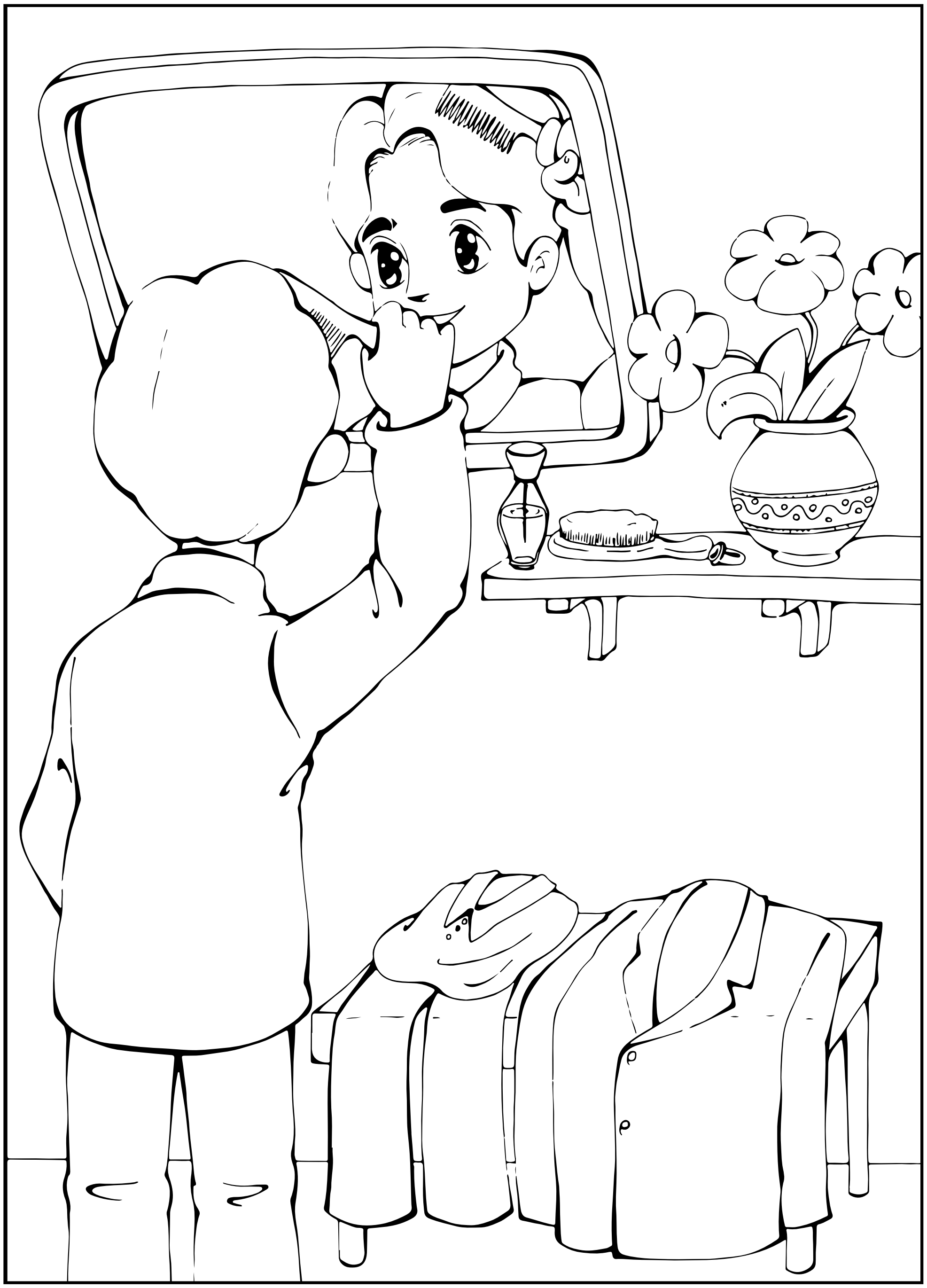
Now Baqir felt bad about how much he rushed to get ready! "Do I have time to get ready properly?" he asked his mother. She smiled, "Yes, go hurry and take a shower, and put on some nice clothes!" she said, and Baqir was already running up the stairs. "I'll also give you Baba's special perfume to wear!" she called after him. Ten minutes later, Baqir came down the stairs in fresh clothes with his hair nicely parted, looking dapper! His mother gave him a kiss on his head and said, "Now you look so handsome!" From that day on, Baqir always made an effort to look his best before heading to the masjid. This made Allah happy with him, and his mother was too!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to make our physical and spiritual appearance nice before going to the masjid!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet..

LOOKING GOOD



Put on
your best
of things in
every masjid

Sūrah al-Aʿrāf,
Verse 31 (7:31)

﴿خُذُواْ زِينَتَكُمْ عِندَ كُلِّ مَسْجِدٍ﴾

Khudhū zīnatakum ʿinda kulli masjid

Manners of the Masjid

Objective: Children will learn about some manners of going to the masjid.

The masjid, also known as the house of Allah (swt), is a sacred and special place where we go to worship, pray, and connect with our faith. When visiting the masjid, it is important to make an effort to look presentable by wearing our nicest clothes and ensuring we are clean and tidy. Preparing for the masjid can include taking a shower, making wuḍūʾ, and wearing ʿaṭr or perfume to smell pleasant. These steps not only show respect for the house of Allah (swt), but also help us feel refreshed, energized, and spiritually focused as we enter this blessed space.

In addition to being presentable, there are certain cleanliness etiquettes of the masjid. This includes keeping the masjid clean by not littering, wearing clean socks or shoes, and refraining from bringing in anything with a strong or unpleasant odor. We should also avoid speaking loudly or disrupting others.

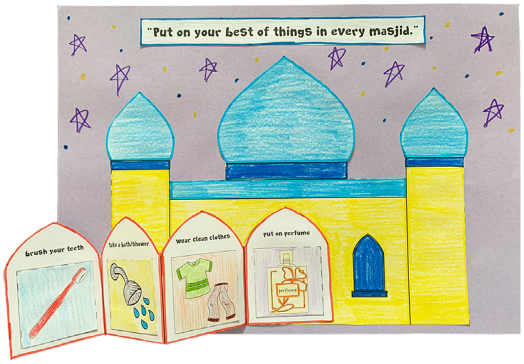
Today, we will make a craft to remind us of the purity and serenity of the masjid and what we can do before visiting, inshāʾAllāh.

Suggested Ages: 5+

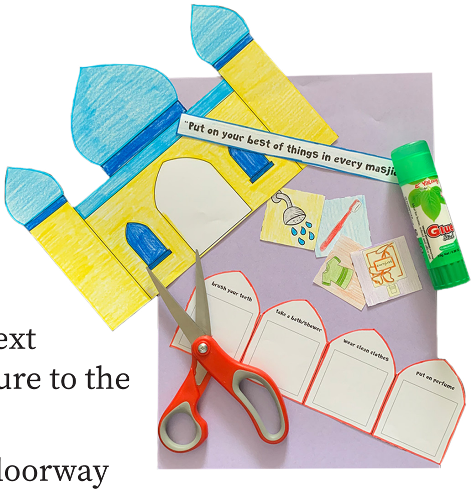
Time: 40 minutes

Materials:

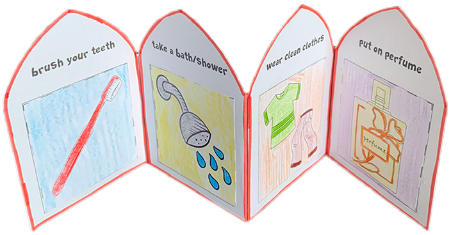
- Masjid template
- Construction paper
- Crayons/colored pencils
- Scissors
- Glue

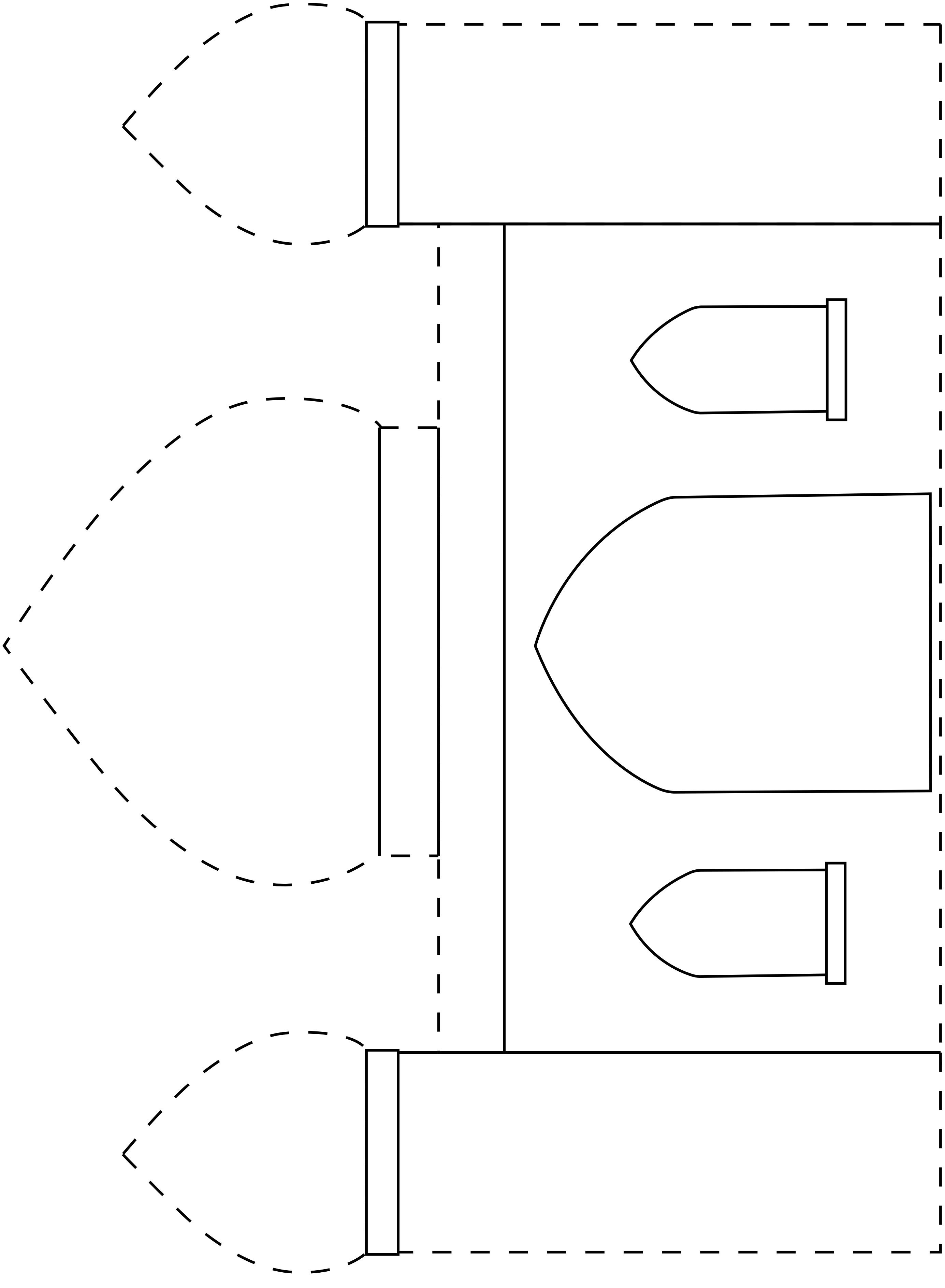

"Put on your best of things in every masjid."
brush your teeth
take a bath/shower
wear clean clothes
put on perfume

Procedure:


"Put on your best of things in every masjid
brush your teeth
take a bath/shower
wear clean clothes
put on perfume

1. Color the pictures in the template however you like.
2. Cut out the pictures by cutting along the dotted edges.
3. Glue the verse translation text box and the big masjid picture to the construction paper.
4. Match each image to each doorway and glue in the square.
5. Take the doorways cutout and fold along the solid lines in an accordion fold.
6. Now glue the back of the last doorway to the doorway of the big masjid picture.
7. Finish decorating the craft however you like.


brush your teeth
take a bath/shower
wear clean clothes
put on perfume
perfume



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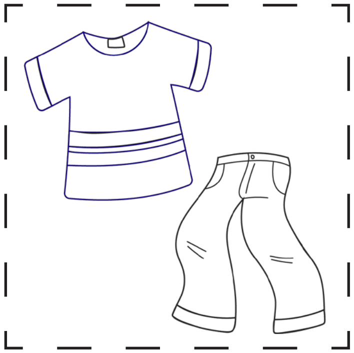
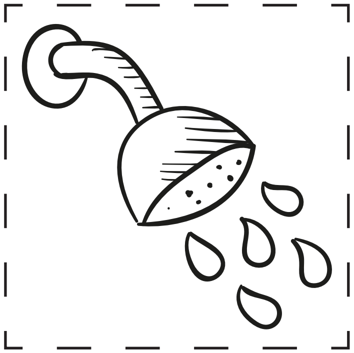
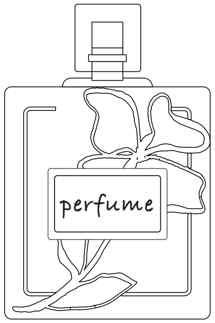
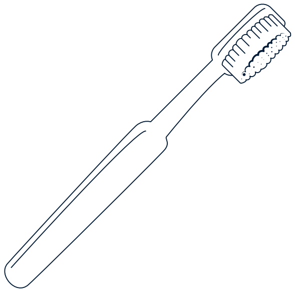
“Put on your best of things in every masjid.”









brush your teeth

take a bath/shower

wear clean clothes

put on perfume

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Lesson 9: Sleep

(taken from *Verses of Light*, lesson 42)

OBJECTIVE

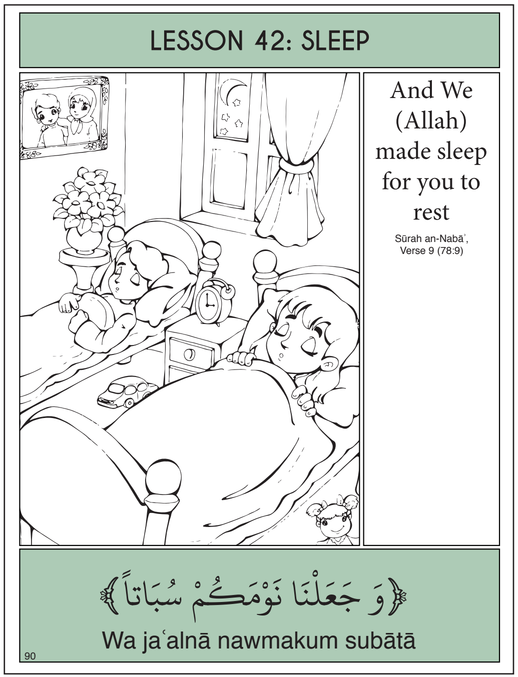
Students will learn how Allah made sleep a blessing for us to rest. They will then memorize the āyah.

وَ جَعَلْنَا نَوْمَكُمْ سُبَاتاً

Transliteration: Wa jaʿalnā nawmakum subātā
Translation: And We (Allah) made sleep for you to rest
Āyah Source: Sūrah an-Nabāʾ, Verse 9 (78:9)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about the benefits of sleep and rest. How much should we sleep? How do you feel when you sleep too much or too little?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, why do you think Allah made sleep for us? Students will most likely answer, "So we can rest!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 42: SLEEP

And We (Allah) made sleep for you to rest

Sūrah an-Nabāʾ, Verse 9 (78:9)

﴿وَ جَعَلْنَا نَوْمَكُمْ سُبَاتاً﴾

Wa jaʿalnā nawmakum subātā

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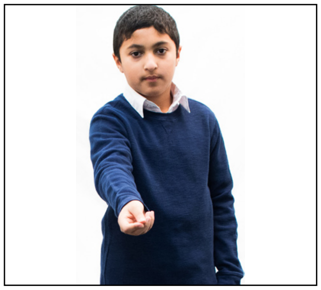
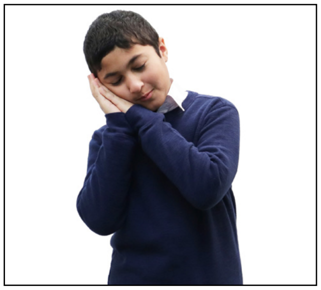
STEP 2: DISCUSSION

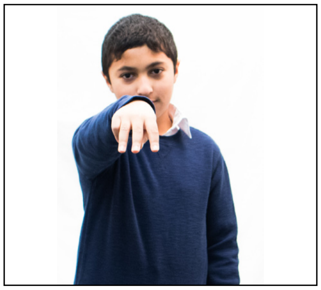
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
    - Sleep is very important for the human body. Did you know 1/3 of our life is spent sleeping? Allah has given us the gift of sleep so we can rest, let our body and brain relax, and re-energize to do things the next day!
    - Do you know some benefits for getting enough sleep? Examples - helps manage stress, makes your immune system stronger, helps you learn new things, makes your memory stronger, and more!
    - Do you know what happens when you don't get enough sleep? Examples - fatigue, difficulty concentrating, you feel cranky and grouchy, etc
    - Being able to fall asleep easily and having a good night's sleep is a huge blessing from Allah and we should thank Him for it. There are some people that have so much trouble sleeping they have to take medicine for it!
    - Can you think of some good things you should do before you sleep? Examples - brushing your teeth, reciting duʿā, reciting tasbīḥ of Sayyidah Fāṭimah (ʿa) etc.
    - One important thing to do before sleeping is thinking about the mistakes you made during the day and ask for forgiveness. Promise Allah that you will try not to make the same mistakes tomorrow. Imām aṣ-Ṣadiq (ʿa) says it is very important that his shīʿahs do this before they sleep!

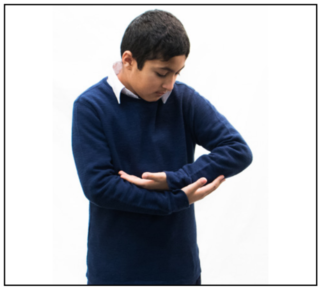
STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'sleeping hand,' be sure to say the Arabic (nawma) and translation (sleep) so that students can associate the sign with the Arabic word and English meaning.


Placing an object
(Wa jaʿlnā - and We (Allah) made)


Sleeping hand
(Nawma - sleep)


Point 3 fingers toward audience
(Kum - for you)


Rocking a baby
(Subātā - to rest)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Isra and Ibrahim would get into bed by 8:30 pm sharp, with their teeth brushed and in their comfy pajamas. They always wanted to make sure they got enough sleep so their brains and bodies would be fresh every morning! One night, Isra just couldn't sleep! She tossed, turned, flipped over her pillow, and even drank water, but nothing helped! Finally after an hour, she went to her parent's room. "Isra? Why are you still awake?" her mother asked. "I can't sleep!" Isra responded, laying down dramatically on her parent's bedroom floor. "Okay, up, up! I have some things that might help!" her mother said.

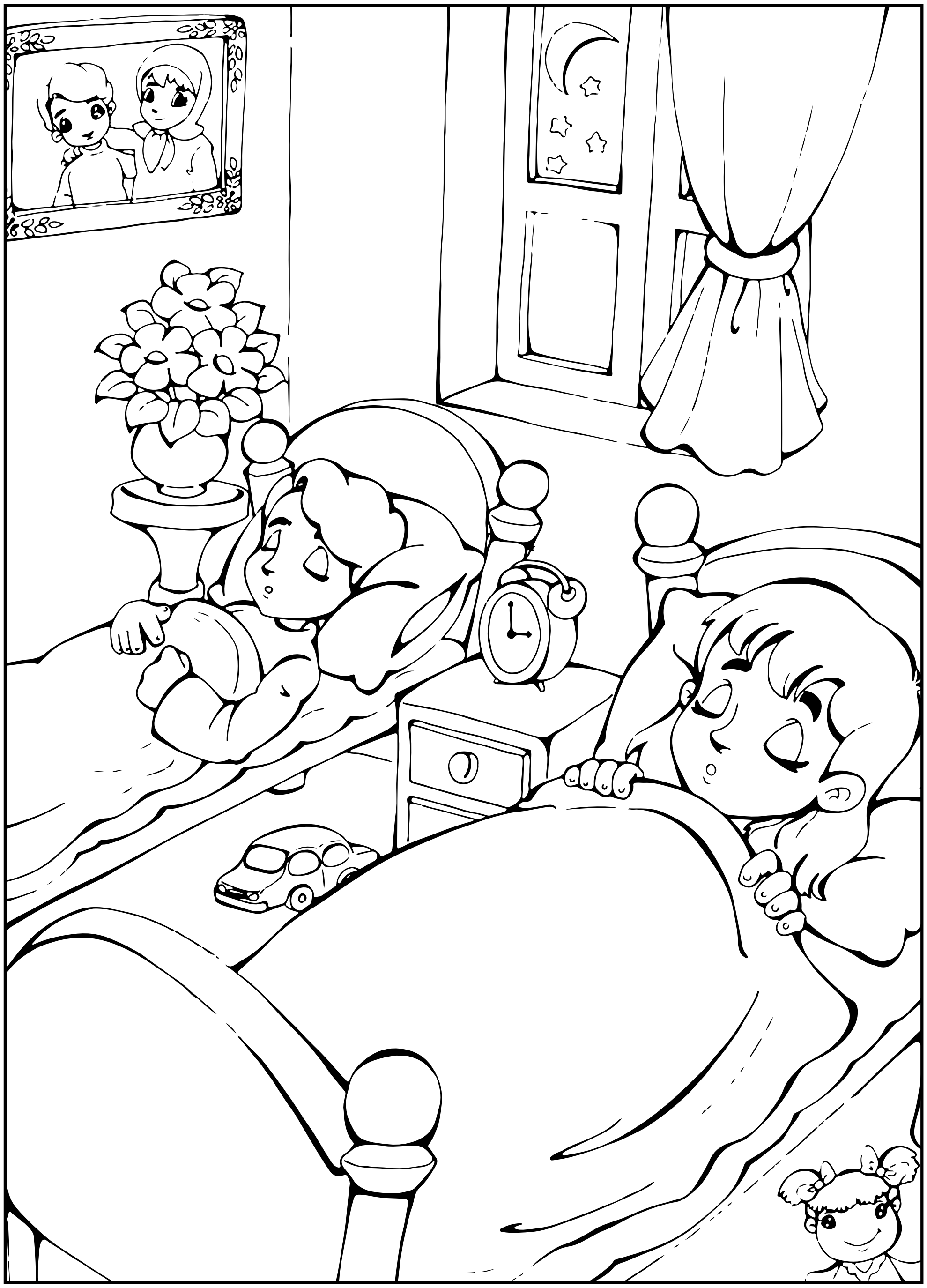
Her mother came with her back to her room. "I'm going to tell you some cool tricks about sleeping." Isra was so curious! What were these cool tricks? Her mother said, "It's mustaḥab to do wuḍūʾ before sleeping, because Allah will reward you as if you prayed the entire night! And if you read Sūrah al-Ikhlās three times before sleeping, Allah will reward you as if you recited the entire Qurʾān!" Isra's eyes widened. "The entire Qurʾān?! I can get thawāb for just sleeping?" she asked. "Yes!" her mother said. "You can also try reading tasbīḥ of Sayyidah Fāṭimah az-Zahrāʾ, and you'll definitely be asleep in no time!" Isra thanked her mother, and followed all her advice. She was asleep before she even finished her tasbīḥ! Isra always used the advice her mother gave her and almost always fell asleep easily, alḥamdulillāh!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember that Allah made sleep for us to rest, and prioritize getting enough!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

SLEEP



And We
(Allah)
made sleep
for you to
rest

Sūrah an-Nabāʾ,
Verse 9 (78:9)

﴿وَ جَعَلْنَا نَوْمَكُمْ سُبَاتاً﴾

Wa jaʿalnā nawmakum subātā

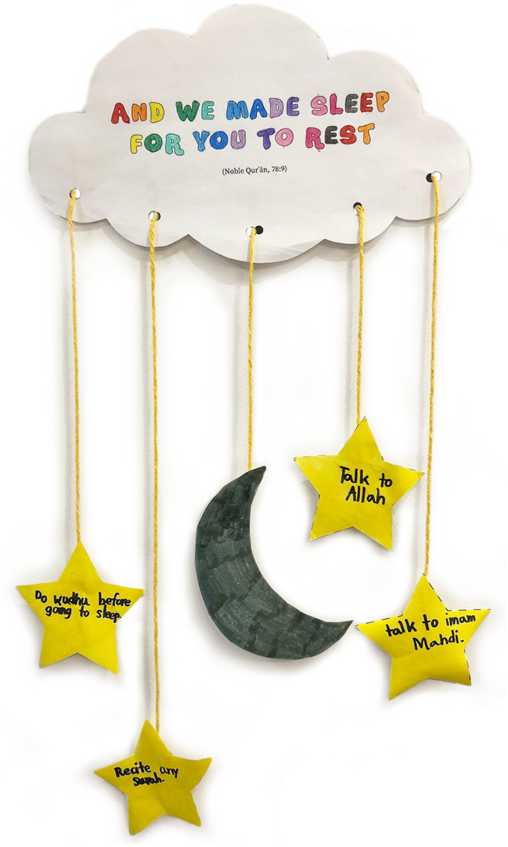
A Blessing From Allah (swt)

Objective: Children will learn about some good habits to do before going to bed.

As we have learned in the lesson, sleep is a blessing from Allah (swt) that allows our bodies and minds to rest and recharge. Just like a toy needs its battery to be recharged to work, we also need sleep to function properly. When we feel sleepy, it is a signal from our bodies, designed by Allah (swt), telling us it's time to rest. Ignoring this natural need can make us tired and less able to perform our daily tasks effectively. Sleeping on time is a way of taking care of our health.

We can practice some habits that can help us rest peacefully and also bring us closer to Allah (swt). Before sleeping, we can do wuḍūʾ, recite Sūrah al-Ikhlāṣ, reflect on our actions of the day, and make intentions to improve ourselves tomorrow. Sleep becomes more meaningful when it is connected to our faith, helping us renew our energy for good deeds and worship.

Today we will be doing a craft to help us remember the blessing of sleep and how we should use it to bring us closer to Allah (swt), inshāʾAllāh.



Suggested Ages: 5+

Time: 40 minutes

Materials:

- Mobile template
- Crayons/colored pencils
- Markers
- Scissors
- Single hole puncher
- Glue/tape
- Yarn/string

Procedure:

1. Color the pieces of the mobile however you like.
2. In the stars, write what you should do before going to sleep.
3. Cut out all of the pieces.
4. Carefully punch a hole at the solid black dots on the cloud.
5. Cut 5 pieces of yarn or string, any length you like.
6. Tie one end of each piece of yarn to each hole on the cloud.
7. Glue or tape the moon and stars to the other end of each piece of yarn.
8. You can hang the mobile near your bed to remind you of what to do before going to bed.

AND WE MADE SLEEP
FOR YOU TO REST

(Noble Qurʾān, 78:9)

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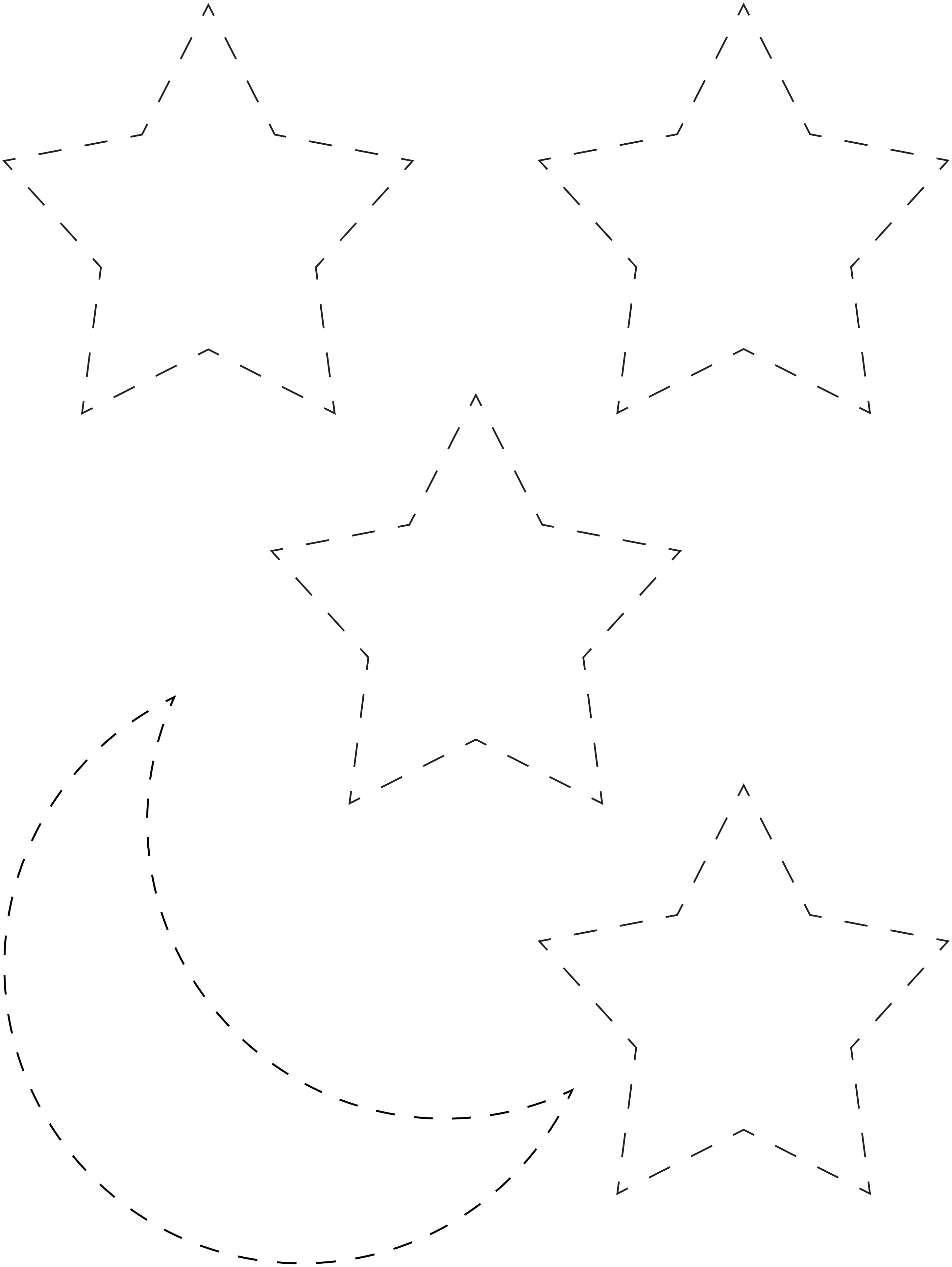

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Lesson 10: Claiming That You're Better

(taken from *Verses of Light*, lesson 43)

OBJECTIVE

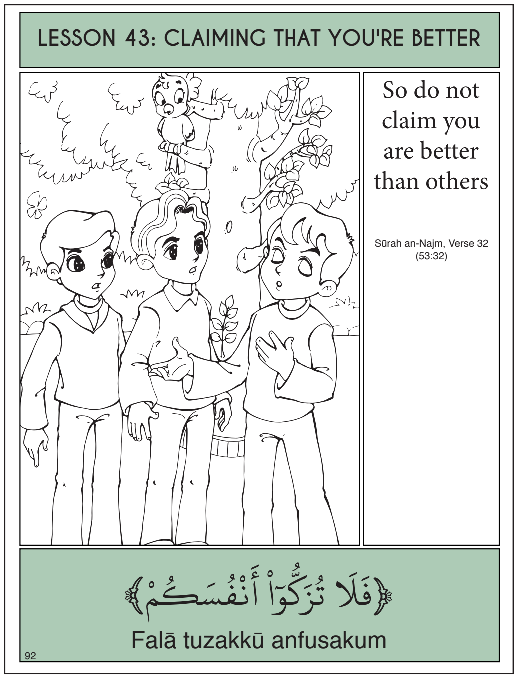
Students will learn the importance of being humble when it comes to their good qualities and deeds. They will then memorize the āyah.

فَلَا تُزَكُّوٓا أَنْفُسَكُمْ

Transliteration: Falā tuzakkū anfusakum
Translation: So do not claim you are better than others
Āyah Source: Sūrah an-Najm, Verse 32 (53:32)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** When someone claims to be the best at something, what are they saying about themselves? Is it okay to think we are better than others?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what does Allah tell you not to do? Students will most likely answer, "Not to claim that we're better than others!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 43: CLAIMING THAT YOU'RE BETTER

So do not claim you are better than others

Sūrah an-Najm, Verse 32 (53:32)

﴿فَلَا تُزَكُّوٓا أَنْفُسَكُمْ﴾

Falā tuzakkū anfusakum

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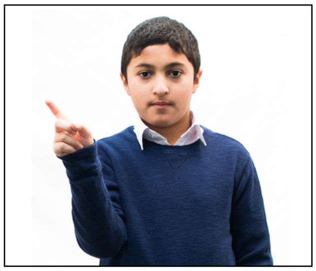
STEP 2: DISCUSSION

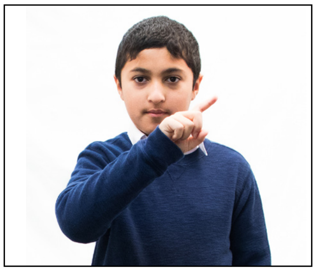
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - We should always try to be humble about ourselves and remember that we aren't better than others. Allah loves those that are humble!
   - Who gave us all of our good qualities? Allah right? So even if we're the best at something, it's only because it was given to us by Allah. We shouldn't brag about them to others, since it's a blessing and gift to us from Allah!
   - Allah knows all of our deeds and sees everything because He is al-ʿAlīm and al-Basīr! If we sincerely do a good deed for the sake of Allah and have ikhlās, there is no need for us to show off and tell others about our good deeds because Allah is the only one that matters!
   - If a person shows off after doing a good deed, do you think they're doing it for Allah or to impress others? On the Day of Judgment, what do you think Allah will say to you about your deed? He will remind you that you didn't really do it for Him!
   - Remember everything comes from Allah, so all the good deeds we do is because Allah gives us the strength to do them! If He did not give us the intelligence and strength, we would not be able to accomplish anything. In fact, we wouldn't even have been born if He hadn't given us life!

STEP 3: MEMORIZATION & HAND GESTURES

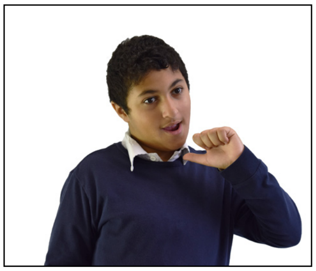
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘pretend to boast,’ be sure to say the Arabic (Tazakkū) and translation (claim you are better) so that students can associate the sign with the Arabic word and English meaning.



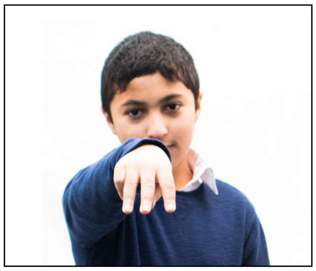
Make “No” with your finger
(Falā - so do not)



Make “No” with your finger
(Falā - so do not)



Pretend to boast
(Tuzakkū - claim you are better)



Point 3 fingers toward audience
(Anfusakum - better than others)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Qasim was walking to school when he met Mohammad, who was bent down struggling to tie his laces. “Salām Mohammad! Can I help?” he asked. “‘Alaykum salām, yes please. I tried to do it on my own, but they wouldn’t stay tied,” Mohammad replied. He bent down and tied Mohammad's shoelaces for him, and then they continued on their way.

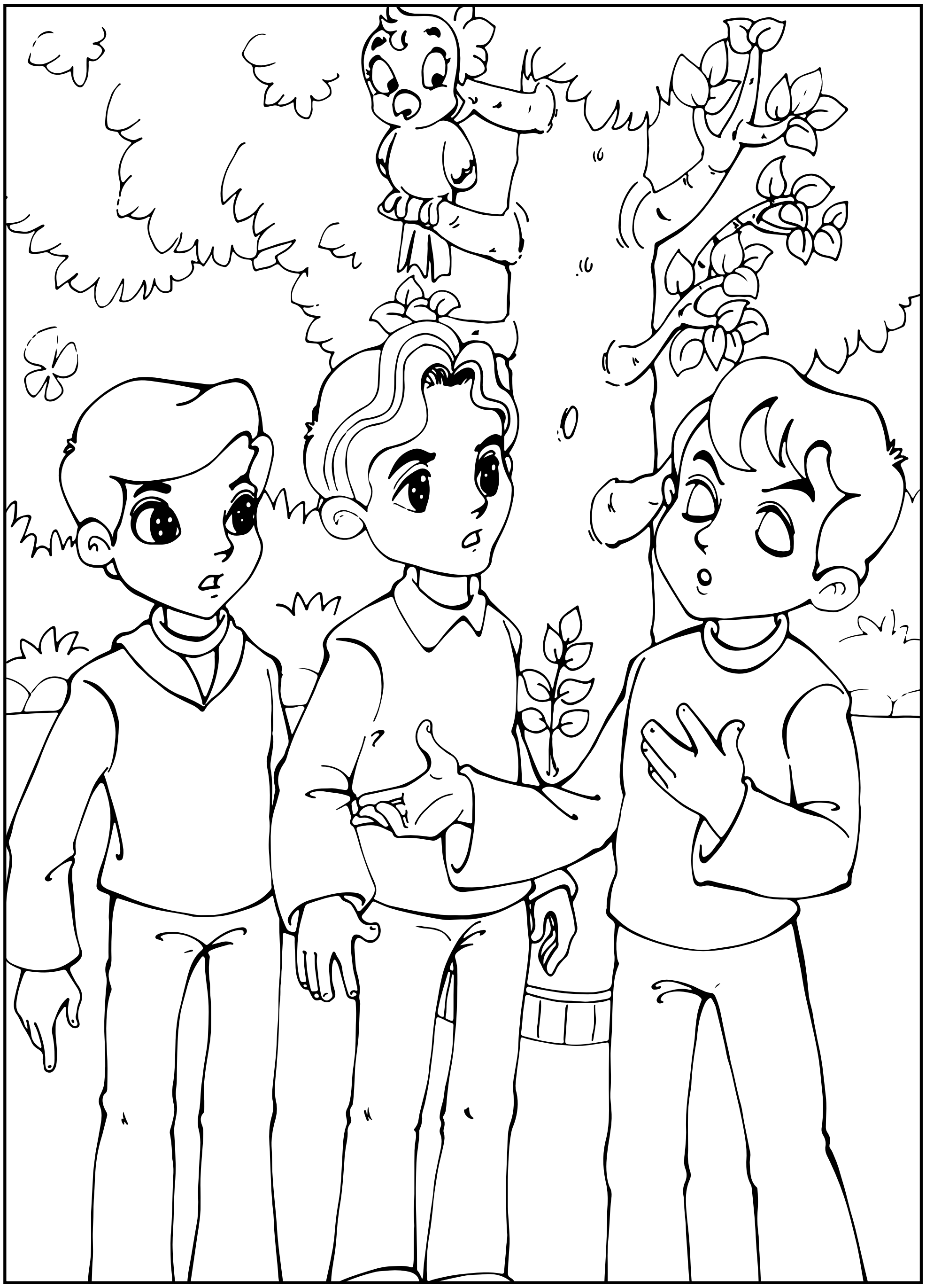
Later during recess, a group of kids gathered around Mohammad, who was showing off his history project. It had an “A” and a golden star. “I did it all by myself” Mohammad bragged. “I’m the best at everything!” The other kids ooh-ed and ahh-ed, impressed by his good grade. When they dispersed, Mohammad began walking and tripped! His shoelace was untied -- again! Qasim went and gave him a hand, smiling a little and gently reminded him, “Your school work is good, but remember, Allah said that we should be humble about our good qualities?” Mohammad felt embarrassed. I shouldn’t have bragged so much about being the best at everything, he thought. That made tripping even more embarrassing—I can't even tie my own shoes! Mohammad was relieved at how nice and humble Qasim was. He realized that Qasim was actually better than him, because he didn’t laugh at him or rub it in his face in a mean way. Mohammad decided to try to be humble about his accomplishments and thanked Qasim. “Don’t worry about it,” Qasim said. “Let’s go play before recess ends. But you should probably tie your shoes first!”

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember to be humble and not to claim that we’re better than others!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

CLAIMING THAT YOU'RE BETTER



So do not claim you are better than others

Sūrah an-Najm, Verse 32
(53:32)

﴿فَلَا تُزَكُّوٓا۟ أَنفُسَكُمْ﴾

Falā tuzakkū anfusakum

Walking the Earth with Humilty

Objective: Children will learn how being humble helps us to be closer to Allah (swt) and our Muslim brothers and sisters.

In the lesson, we spoke about those who show off their deeds. Showing off takes away from the sincerity of doing good deeds because it shifts the focus from pleasing Allah (swt) to seeking approval from people. It should be enough for us that Allah (swt) sees and knows everything we do, and He will reward us. By being humble, we protect our hearts from pride and ensure that our actions remain purely for Allah's sake.

Being humble means performing good deeds quietly, without seeking attention or praise from others, and actually strengthens our relationships with others. When we are humble and kind to our Muslim brothers and sisters, it encourages them to appreciate and trust us. Instead of telling others about our good deeds, we can let our actions and behavior speak for themselves. People will naturally recognize and appreciate our kindness and sincerity, and this will inspire them to do good as well. As a result, we will build stronger bonds with each other.

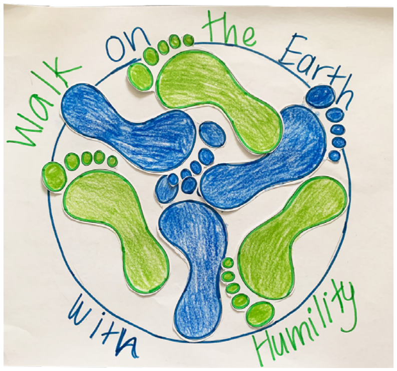
Today, we will do a special activity that will remind us to be humble, inshāʾAllāh.

Suggested Ages: 5+

Time: 40 minutes

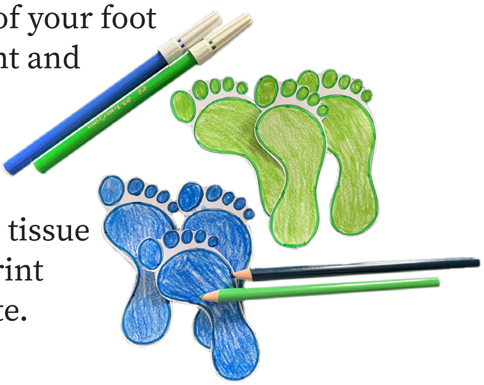
Materials:

- Footprints template
- Blank paper (any color)
- Crayons/colored pencils
- Markers
- Scissors
- Glue
- Optional: green and blue construction paper, paint, or tissue paper

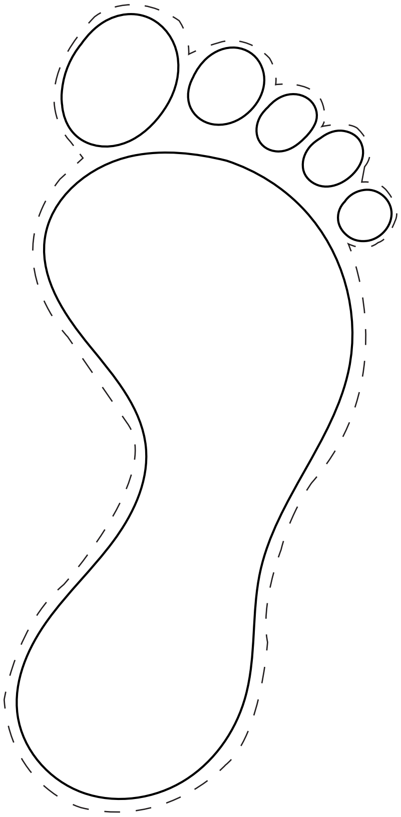
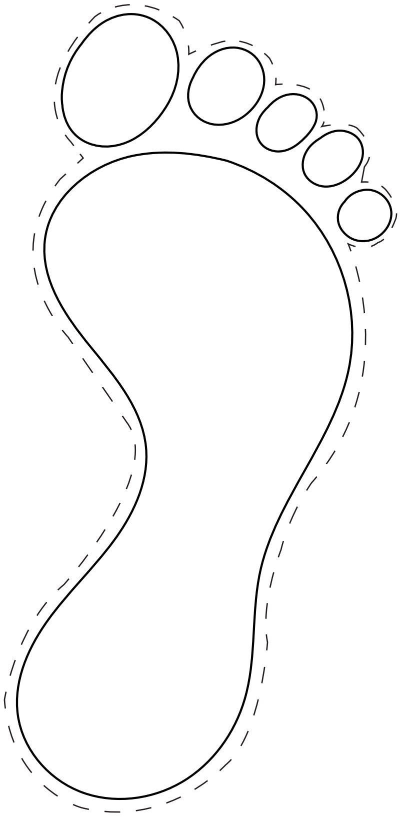
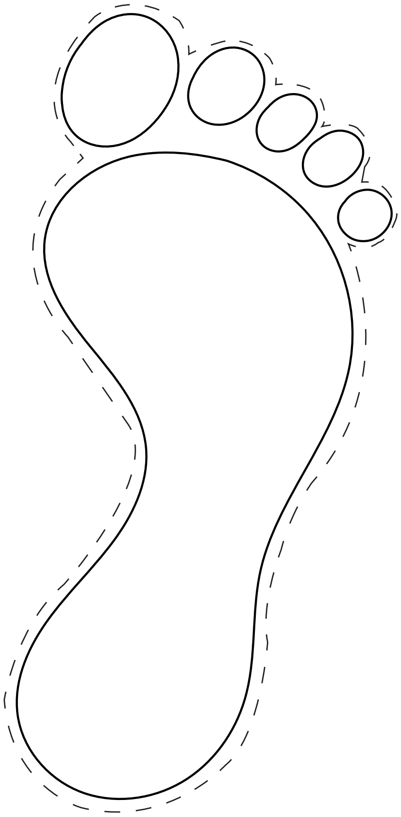
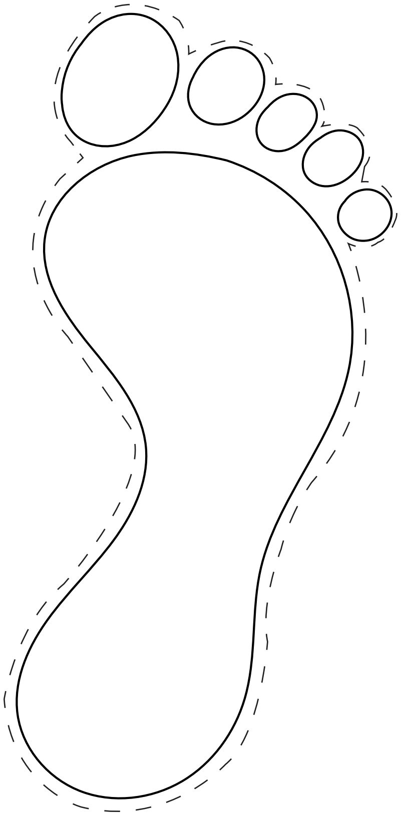
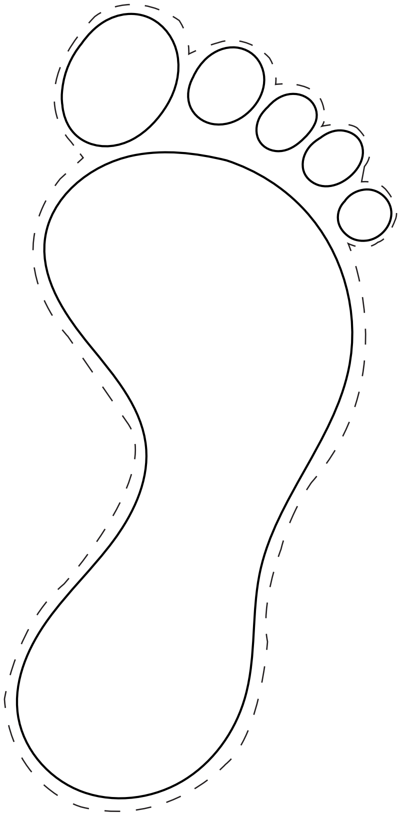
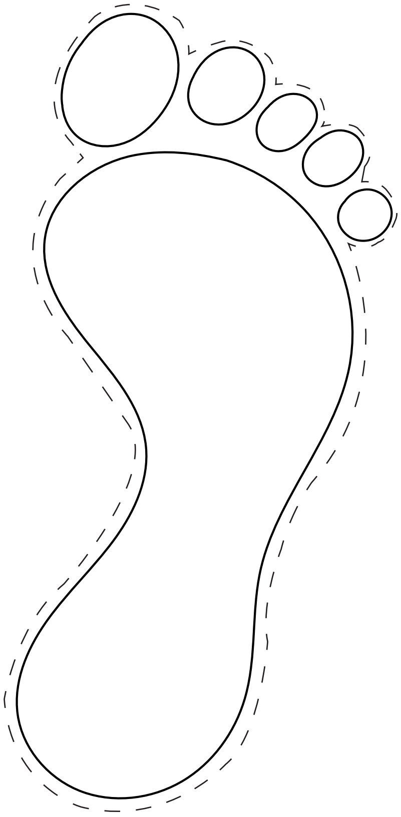


Procedure:

1. Color the footprint images green and blue; optional: you can use green and blue construction paper, paint, tissue paper, or any other materials:
    - Construction paper: trace your foot and cut out a few pieces from each color
    - Paint: paint the bottom of your foot with green and blue paint and stamp your footprints to make the Earth picture
    - Tissue paper: cut out pieces of green and blue tissue paper to fill in the footprint images from the template.



2. Cut out the footprints.
3. Draw a large circle on the blank paper.
4. Arrange the footprints on the circle to make it look like Earth, green representing land and blue the oceans.
5. On the page, you can write "walk on the Earth with humility" or something similar
6. Finish decorating the craft however you like.

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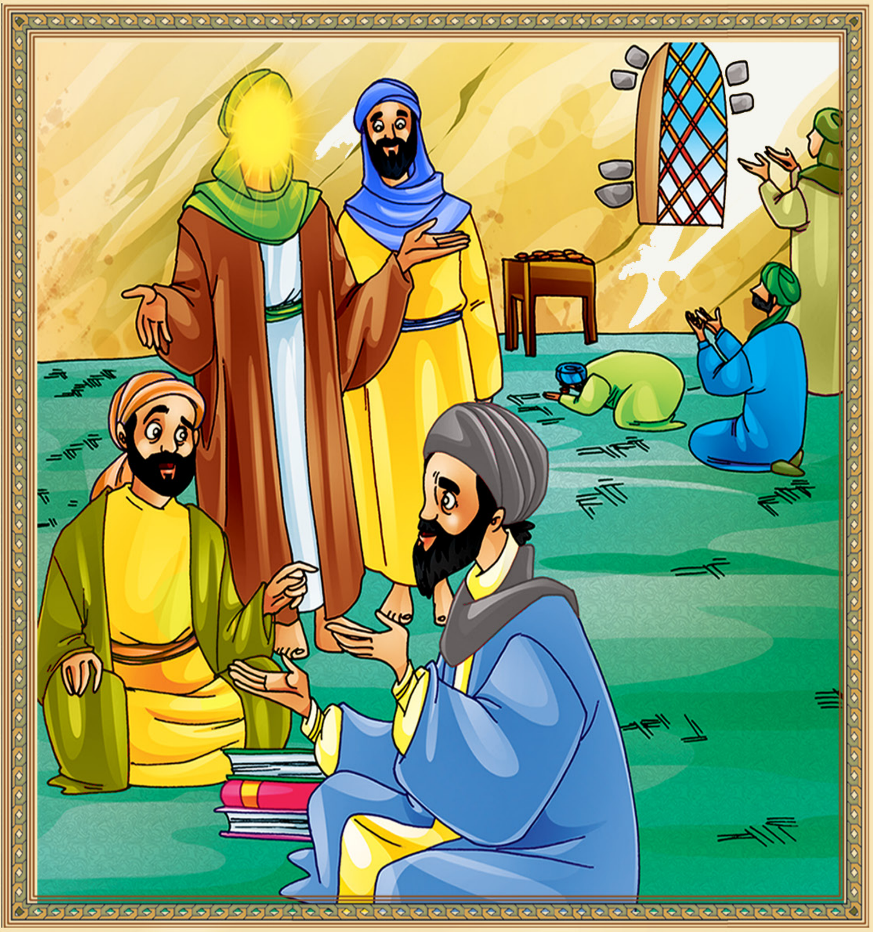
Lesson 11: The Importance of Learning

(taken from *The Guiding Light* book 6, lesson 1)



يَرْفَعِ اللّٰهُ الَّذِيْنَ ءَامَنُوا مِنْكُمْ وَ الَّذِيْنَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Allah will raise the status of those among you
who have faith and have been given knowledge.

Sūrah al-Mujādilah, Verse 11

One day, Prophet Muḥammad (ṣ) entered the masjid and saw two groups of people. The first group was busy praying, while the second group was in the middle of a lively discussion about important issues.

The Prophet (ṣ) then said, "Allah is pleased with what both of these groups are doing, but I will join the second group because Allah sent me to teach people and help them understand things better."

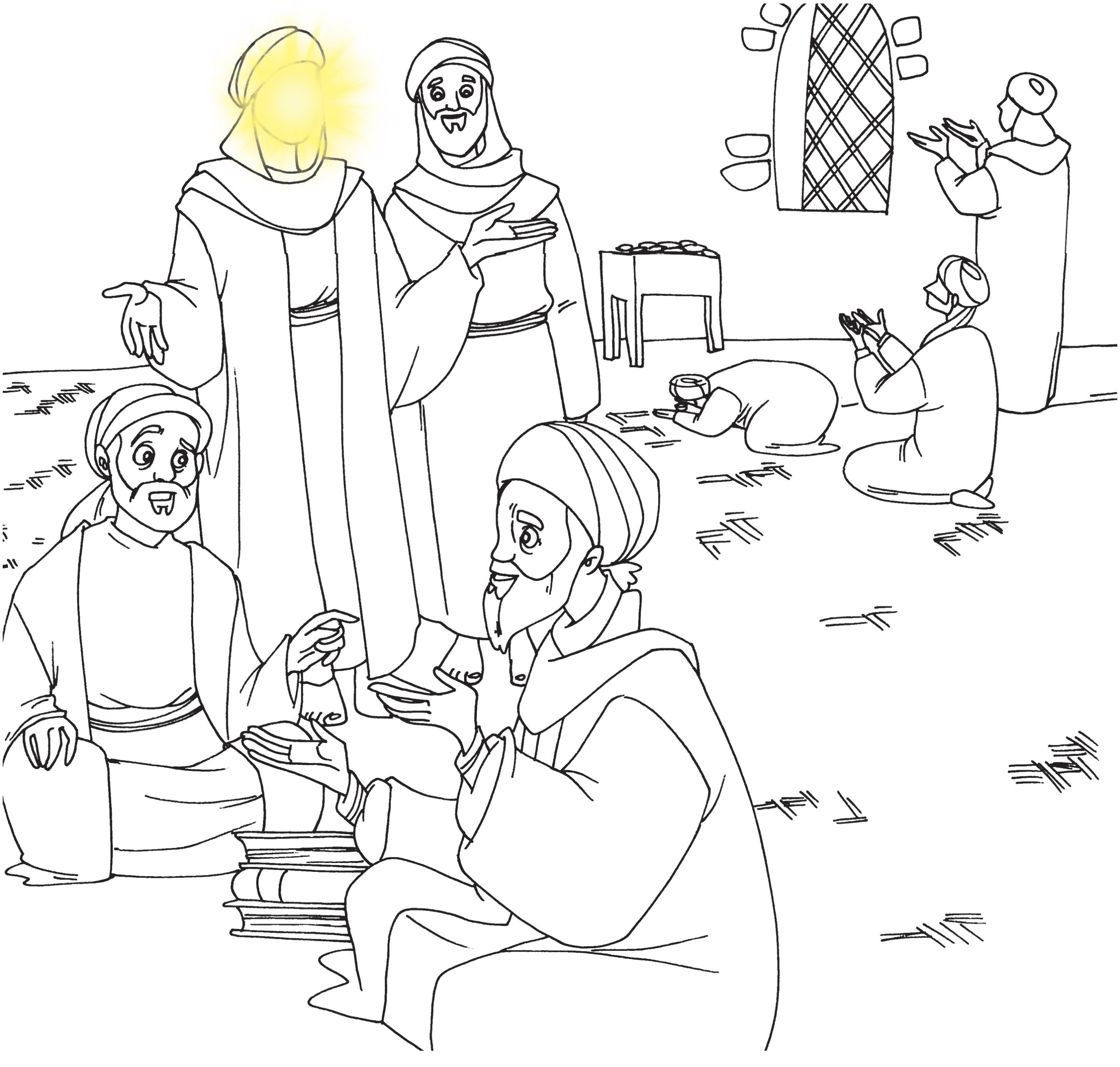
When we learn more about who Allah is, our acts of worship become much more special. Our prayers are worth more when we realize more about what is true in the world.

Anecdotes of Pious Men

إِنَّ الْمَلَائِكَةَ لَتَضَعُ أَجْنِحَتَهَا لِطَالِبِ الْعِلْمِ

Prophet Muḥammad (ṣ):
Indeed, angels spread out their wings [out of respect] for the seekers of knowledge.

Biḥār ul-Anwār, Vol. 1, P. 177



Learning & Worship

Objective: Children will learn how gaining knowledge can improve our worship.

Gaining knowledge and worship are deeply connected in Islam, as both are essential for getting closer to Allah (swt). In fact, gaining knowledge is not separate from worship but rather complements it. The Noble Prophet (ṣ) showed us that knowledge which improves our worship and strengthens our relationship with Allah (swt) is just as vital as prayer.

Learning about Allah's attributes, the teachings of the Qurʾān, and the practices of the Prophet (ṣ) strengthens our faith, which in turn improves our acts of worship. When we understand the teachings of Allah (swt) better, we are able to worship Him more sincerely. This combination of learning and worship allows us to grow spiritually and fulfill our purpose as servants of Allah (swt). One way we can do this is by learning the meanings of small sūrahs and phrases that we say on a daily basis.

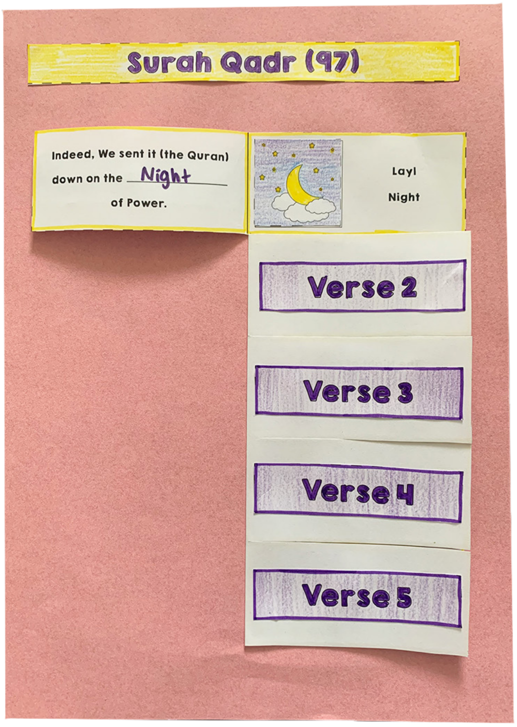
Sūrah Qadr is one such sūrah that we recite in our ṣalāh. We can learn the translation of this sūrah so that every time we recite it, we will know what we are saying. This can improve our ʿibādah and help us get closer to Allah (swt). You can find the translation for Sūrah Qadr here.

Today, we will learn about this sūrah, and see how knowledge and worship go together.

Suggested Ages: 5+

Time: 40 minutes

Materials:
- Sūrah Qadr template
- Construction paper
- Crayons/colored pencils
- Pencil
- Scissors
- Glue

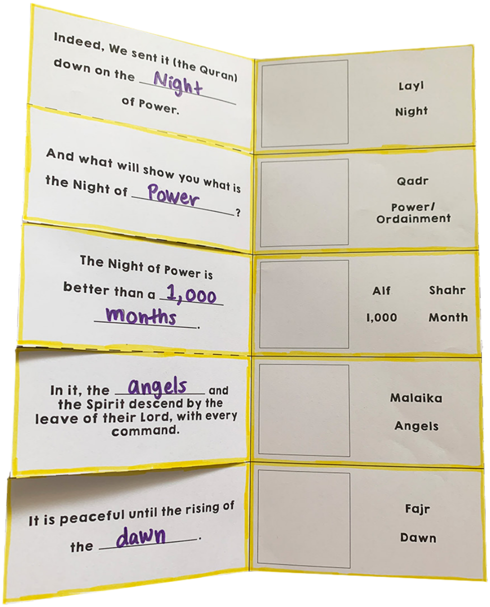


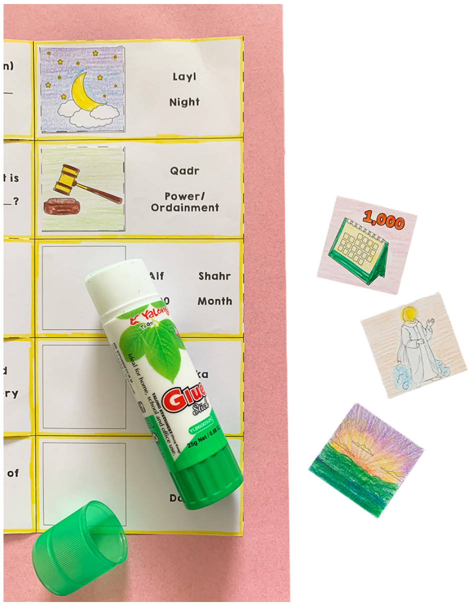
Indeed, We sent it (the Quran) down on the Night of Power.

Procedure:

Verse 3
Verse 5
Verse 1
se 2
se 4

1. In the blank spaces, write the word to complete the verse.
2. Color the pictures in the template however you like.
3. Cut out all of the pieces of the template by cutting along the outer dotted edges.
4. Fold the chart in half lengthwise along the solid line. Open the fold.
5. Cut along the dotted lines on the left column. Do not cut past the solid fold line.


Indeed, We sent it (the Quran) down on the Night of Power.
Layl
Night
And what will show you what is the Night of Power?
Qadr
Power/ Ordainment
The Night of Power is better than a 1,000 months.
Alf
1,000
Shahr
Month
In it, the angels and the Spirit descend by the leave of their Lord, with every command.
Malaika
Angels
It is peaceful until the rising of the dawn.
Fajr
Dawn


Layl
Night
Qadr
Power/ Ordainment
Alf
Shahr
Month
1,000
Glue Stick

6. Glue the title box to the top of the construction paper.
7. Below the title, glue the right side of the chart to the construction paper.
8. Match the pictures to the correct blank square on the chart. Glue them down once they are confirmed.
9. Fold over the flaps of the left column and glue the correct "Verse #" box on each one.
10. Finish decorating the craft however you like.

Craft inspired by [Islam From the Start: Surah Qadr Vocabulary]

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Surah Qadr (97)

Indeed, We sent it (the Quran) down on the __________ of Power.		Layl Night
And what will show you what is the Night of __________?		Qadr Power/ Ordainment
The Night of Power is better than a __________ __________.		Alf Shahr 1,000 Month
In it, the __________ and the Spirit descend by the leave of their Lord, with every command.		Malaika Angels
It is peaceful until the rising of the __________.		Fajr Dawn

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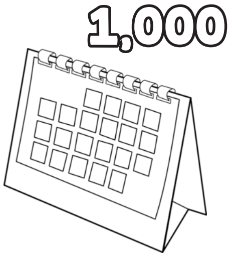

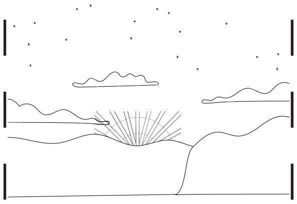

Verse 1

Verse 4

Verse 2

Verse 5

Verse 3

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Lesson 12: The Importance of Taking Notes

(taken from *The Guiding Light* book 6, lesson 2)

وَ الْقَلَمِ وَ مَا يَسْطُرُونَ

By the pen and by what they write.

Sūrah al-Qalam, Verse 1

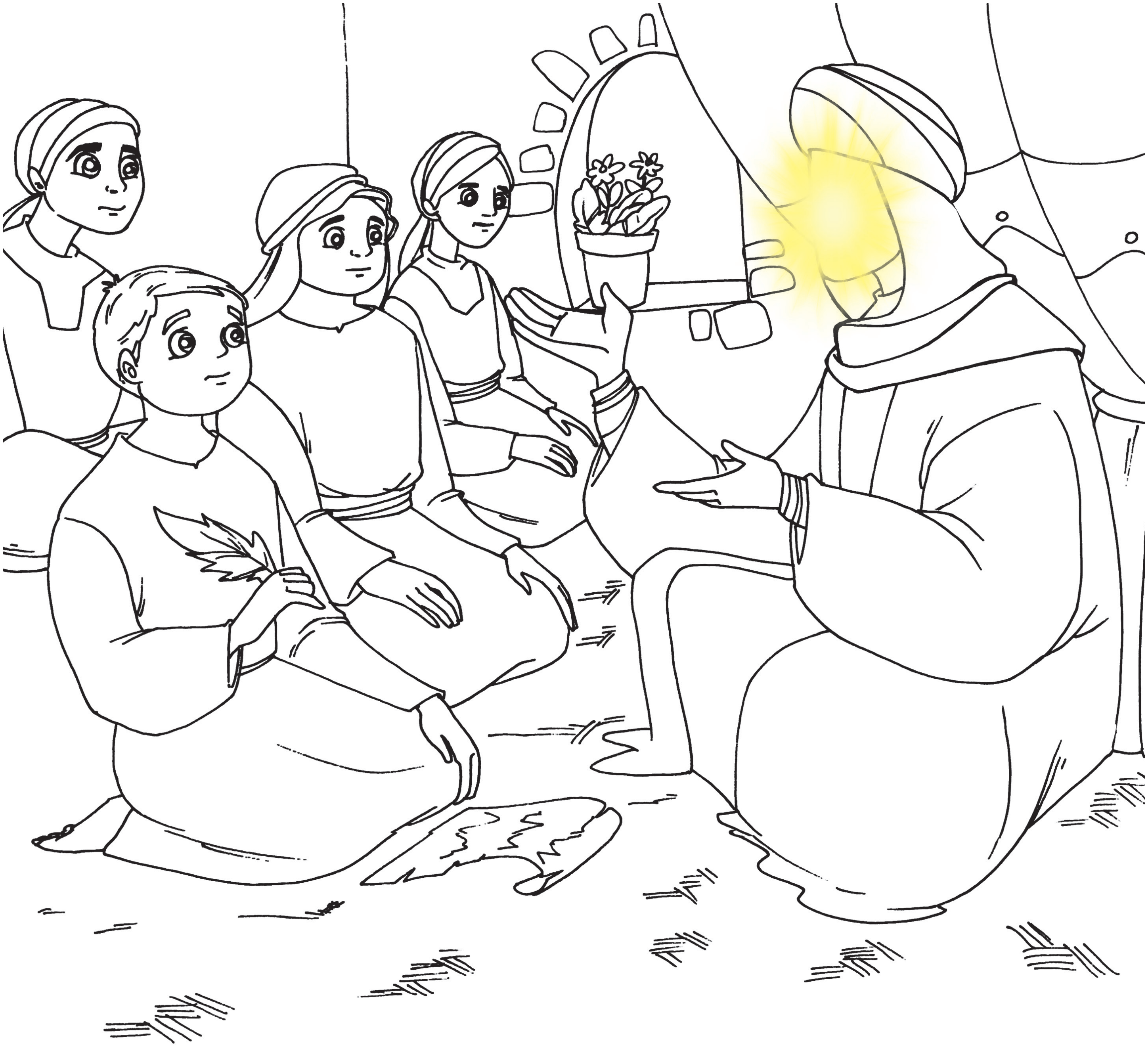
One day, Imām Ḥasan (ʿa) gathered a group of young people from his family and told them, "Today you are children, but tomorrow you will be leaders, so work hard to learn and understand. If you can't remember what your teacher says in class, take notes so that you can review them whenever you need to."

Biḥār ul-Anwār, Vol.2, P.152

قَيِّدُوا الْعِلْمَ بِالْكِتَابَة

Prophet Muḥammad (ṣ):
Save knowledge through note-taking.

History of Shīʿah Ḥadīth, Vol. 1, P. 17



Notebook

Objective: Children will learn how to make learning more interesting and effective.

We all know that learning is very important. There are some things we can do to improve our learning and make it more effective. Beginning by saying Bismillāhir Raḥmānir Raḥīm and making duʿāʾ sets the intention to learn for the sake of Allah (swt). Being well-rested, eating a healthy meal, and participating in class discussions also prepare our minds for effective learning.

According to the advice from Imām Ḥasan (ʿa), taking notes is an excellent way to improve our learning and remember the lessons we are taught. When we take notes, we actively engage with the material, which helps us focus and understand it better. It also allows us to revisit and reflect on our knowledge, ensuring it becomes a lasting part of us and a tool for teaching others in the future. This makes us better equipped to share it, guide others, and become good leaders, inshāʾAllāh.

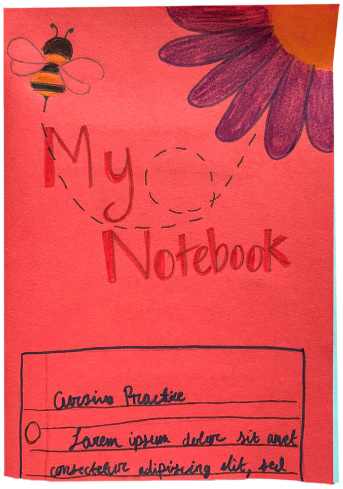
Today, we will make a craft to encourage us to take notes and improve the way we learn.

Suggested Ages: 5+

Time: 40 minutes

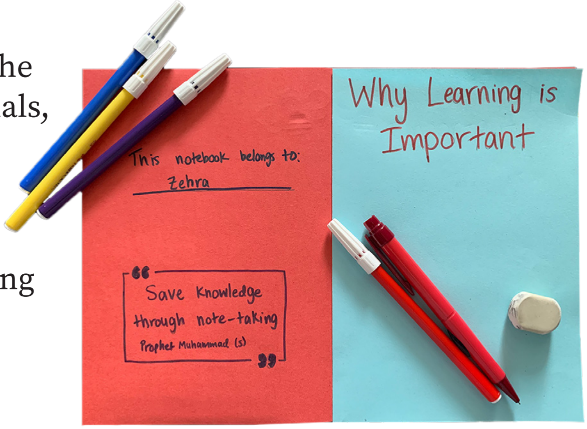
Materials:

- 2 or more pieces of construction paper (any color)
- Pencil
- Markers
- Stapler
- Optional: glue/tape


My Notebook
Cursive Practice
Lorem ipsum dolor sit amet
consectetur adipiscing elit, sed

Procedure:

1. With the pieces of paper stacked, fold them in half widthwise.
2. Staple 2-3 times along the folded edge to make a booklet (optional: you can use glue or tape to attach the pages).
3. Decorate the cover however you like.
4. Focus on a specific area of knowledge on each page, such as:
    - Why learning is important (e.g., “Helps us grow closer to Allah”).
    - Fun facts about the world (e.g., animals, planets, etc.).
    - Things I want to learn (you can write your learning goals).
5. You can include drawings, pictures, stickers, and other materials in your notebook.
6. Use your book to track what you learn and reflect on how it improves your life.


This notebook belongs to:
Zehra
“Save Knowledge through note-taking
Prophet Muhammad (s)”
Why Learning is Important

Lesson 13: The Importance of Thinking

(taken from *The Guiding Light* book 6, lesson 3)

أَفَلاَ تَتَفَكَّرُونَ

Will you not think?

Sūrah al-Anʿām, Verse 50

One day, Prophet Muḥammad (ṣ) saw a man sitting by himself, deep in thought. So he sat beside him and asked, "What are you thinking about?"

The man said, "Allah says in the Qurʾān that smart people think about the wonders of the world, so I'm thinking about how Allah created everything so perfectly and beautifully!"

The Prophet (ṣ) then said, "*Subḥān Allāh*! Did you know that one hour of thinking is better than a whole year of worship?"

As human beings, we always need to make time to think about things in silence. There are so many important things to figure out in our heads. Our minds should be busy thinking about things like how we've spent our lives, how we plan to become better people, how Allah gave us so many blessings, how best to use our time, and so on.

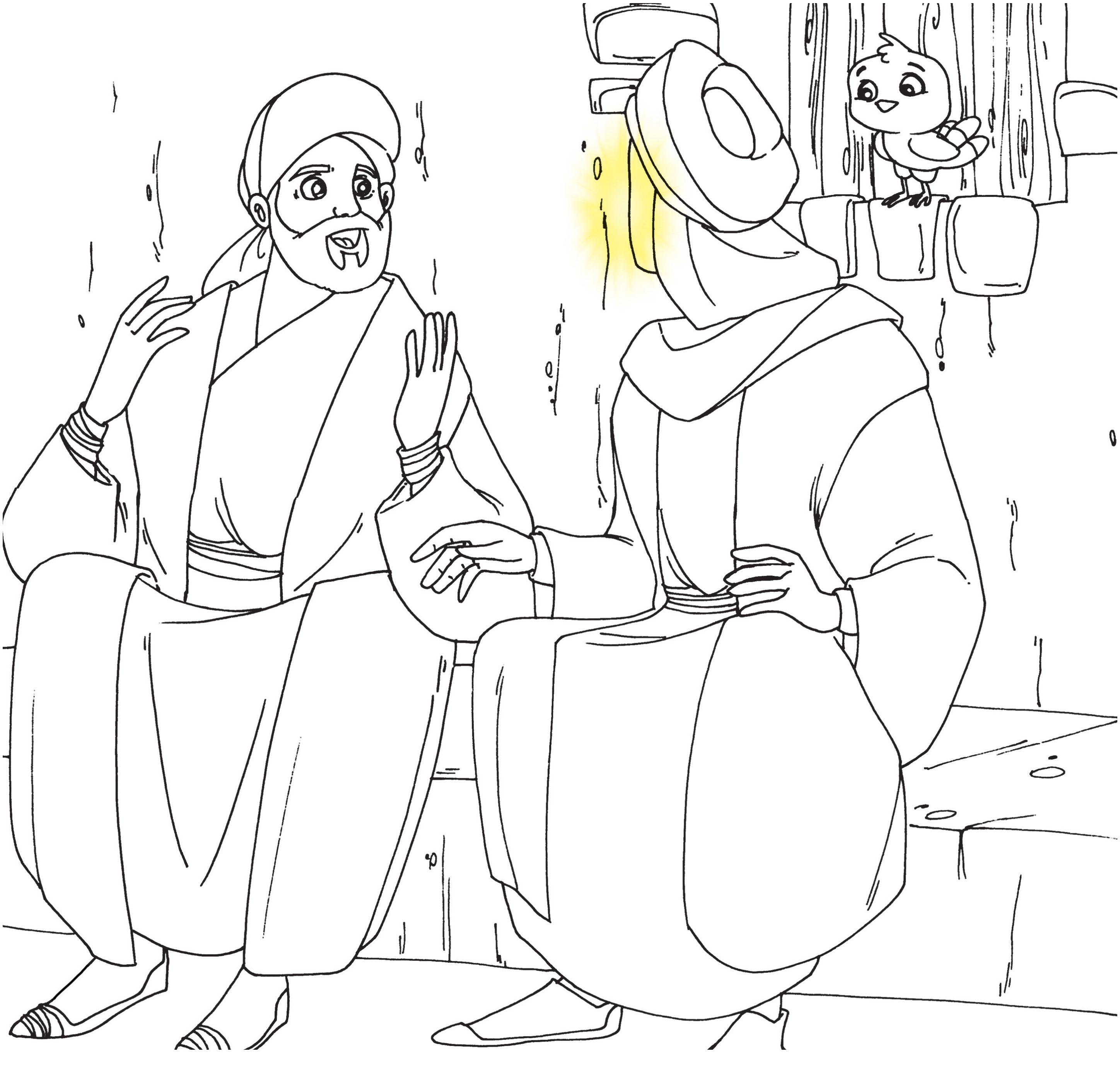
100 Topics, 500 Stories

فَضْلُ فِكْرٍ وَ تَفَهُّمٍ أَنْجَعُ مِنْ فَضْلِ تَكْرَارٍ وَ دِرَاسَةٍ

Imām ʿAlī (ʿa):

To think about something and try to understand it is more useful than to just read and memorize.

Ghurar al-Ḥikam wa Durrar al-Kalam, #6564



Thinking Headband

Objective: Children will learn about a powerful tool for self-improvement and spiritual growth.

Each day, we have countless thoughts. Instead of letting our minds wander aimlessly, we can direct our thoughts toward reflecting on Allah's blessings, considering ways to improve ourselves, and finding opportunities to help others. These moments of deep and focused thinking not only improve our character, but also bring us closer to Allah (swt) as we strive to live in a way that pleases Him. Reflecting on our actions and intentions can help align ourselves with the goal of becoming better Muslims.

The best way to think productively is by setting aside quiet time to reflect without distractions. Turning off the television, video games, and other electronic devices allows us to concentrate fully on our thoughts. In this quiet time, we can reflect on our relationship with Allah (swt), think about how we can fulfill our responsibilities better, and plan ways to contribute positively to society.

Today we will make a beautiful craft to encourage us to take the time out to think and have productive thoughts, inshāʾAllāh.

Suggested Ages: 5+

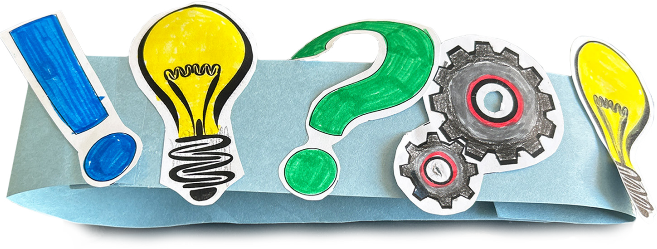
Time: 40 minutes

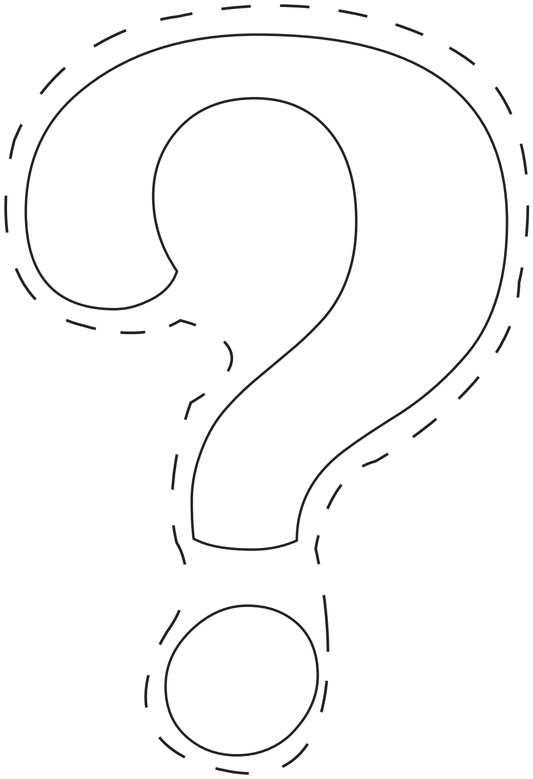
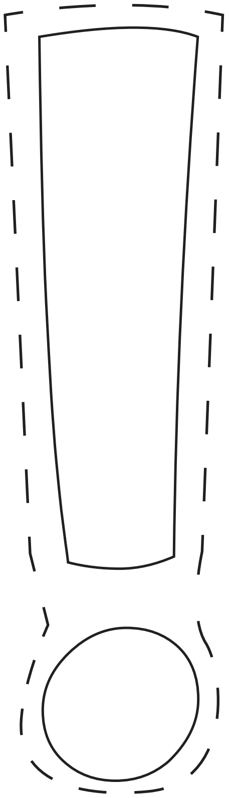
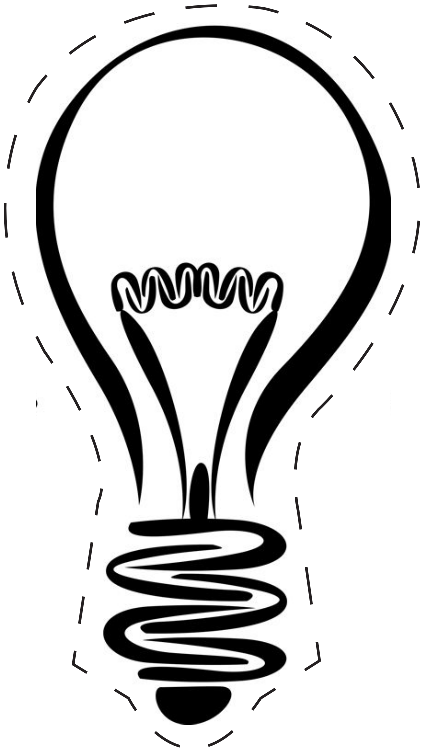
Materials:

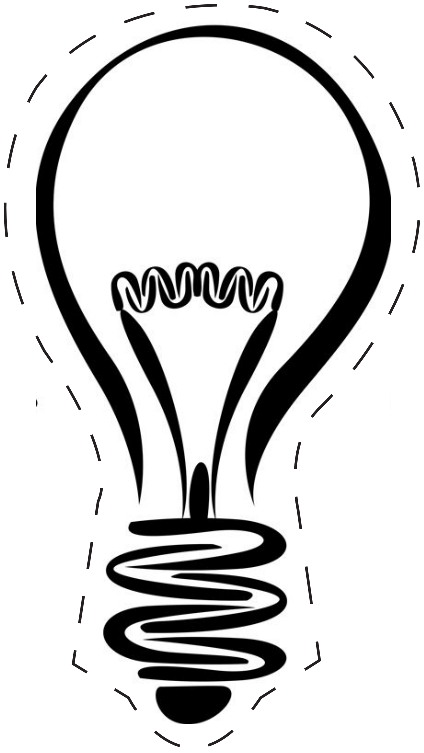
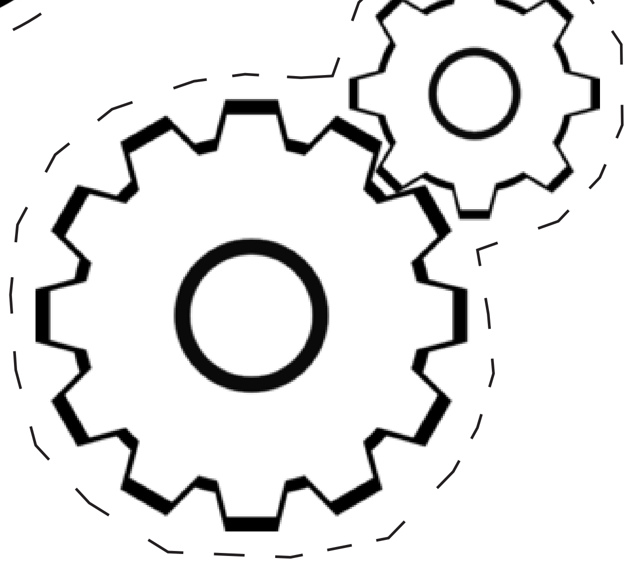
- Headband gadgets template
- Construction paper (1-2 pieces depending on headband size)
- Markers
- Scissors
- Glue/tape

Procedure:

1. Color the pieces of the template however you like.
2. Cut out all of the pieces by cutting along the dotted edges.
3. Take the construction paper and cut out strips along the length of the paper, about 3 inches wide each.
4. Tape or glue 2 strips together on one end.
5. Glue on the images from the template along the headband.
6. Adjust to the size of the head and glue or tape the strips together on the other end to make the headband. Add another strip of paper if needed.
7. Finish decorating however you like.



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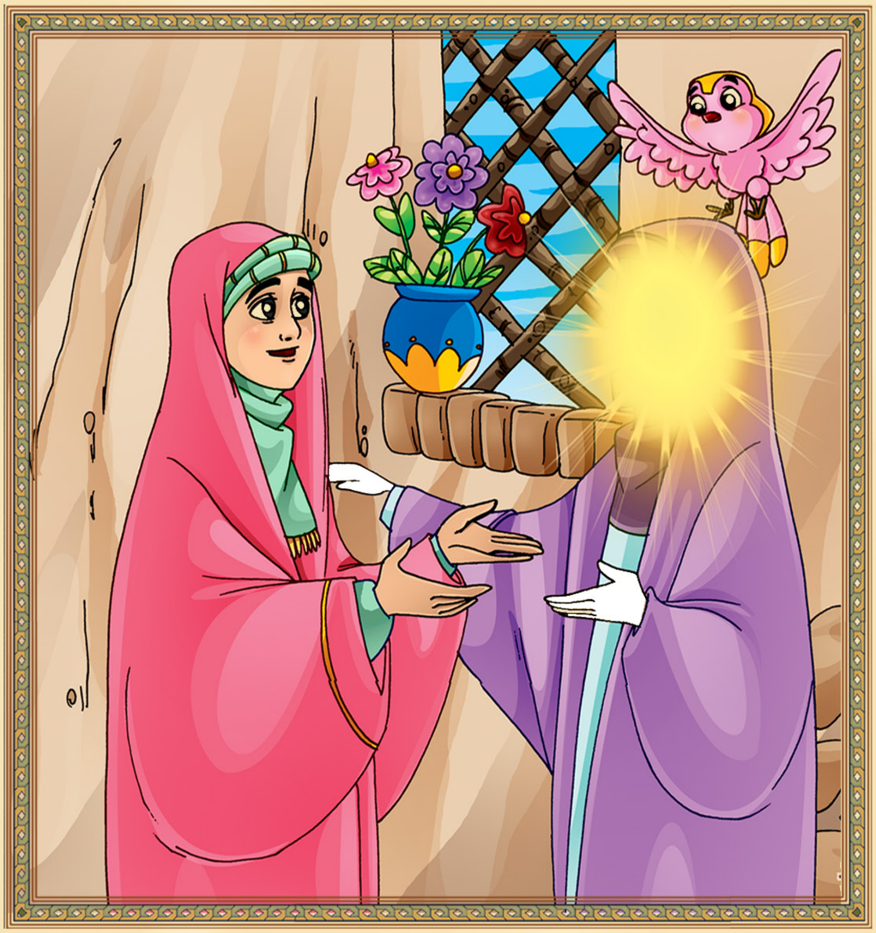
Lesson 14: The Importance of Asking Questions

(taken from *The Guiding Light* book 6, lesson 4)



فَاسْئَلُوا أَهْلَ الذِّكْرِ إِنْ كُنتُمْ لَا تَعْلَمُونَ

If you don’t know something, ask those who [know] and always remember Allah.

Sūrah al-Anbiyāʾ, Verse 7

Sayyidah Fāṭimah (ʿa) used to teach Qurʾān to the women of Medina. In one of these gatherings, there was a woman who kept asking a bunch of questions! Sayyidah Fāṭimah (ʿa) made sure to answer all of them patiently and with a smile.

After the woman asked her tenth question, she felt embarrassed and said, "I bothered you with so many questions today!" Sayyidah (ʿa) gently replied, "Ask as many questions as you would like and I will gladly reply. Allah gives thousands of rewards for every answer that I give."

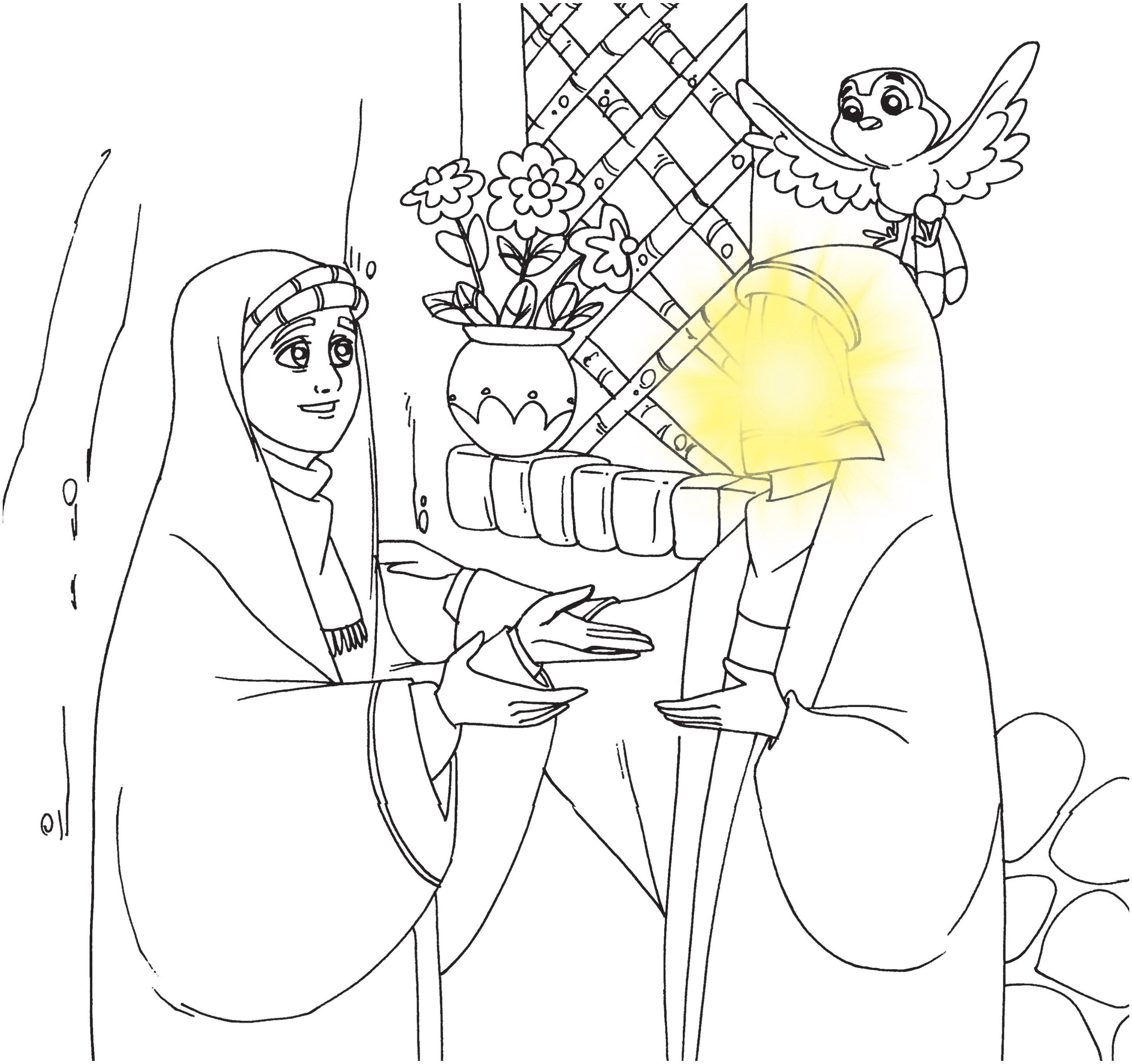
Whenever you have a question, big or small, don’t be shy to ask! Ask the right people — people who know more about the subject you’re wondering about. You can also save your questions for later, when you meet with a teacher or scholar.

Biḥār ul-Anwār, Vol. 2, P. 3

اَلسُّؤَالُ نِصْفُ الْعِلْمِ

Prophet Muḥammad (ṣ):
A good question is half of knowledge.

Kanz ul-ʿUmmāl, #29260



Questions Pocket

Objective: Children will learn about the importance and benefit of asking questions.

Asking questions is one of the best ways to learn and grow in knowledge. It shows humility, curiosity, and sincere desire for self-improvement. By asking questions, we gain a deeper understanding and clear up any confusion, which helps us make better decisions and strengthens our faith and character. However, it is important to direct our questions to knowledgeable and trustworthy sources, so that we receive accurate and beneficial answers. Asking the right people brings us closer to the truth and to Allah (swt).

The best sources of knowledge are the Ahlul Bayt (ʿa), who have been divinely guided. However, we can also seek guidance from parents, teachers, and scholars. In the story of Sayyidah Fāṭimah (ʿa), we can see that asking questions not only brings blessings to the one seeking knowledge, but also to the one answering it. This exchange deepens relationships and encourages mutual reflection and growth, inshāʾAllāh.

Today, we will create a project to inspire us to ask questions and seek knowledge from those who truly know.

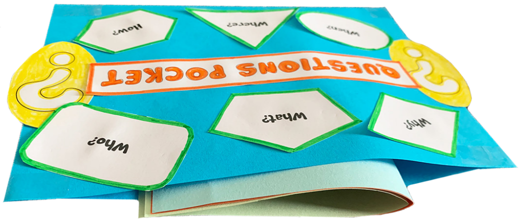
QUESTIONS POCKET
When?
Where?
Who?
How?

Suggested Ages: 5+

Time: 40 minutes

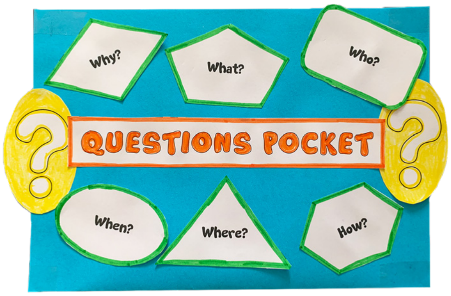
Materials:

- Pocket accessories template
- Construction paper
- Crayons/colored pencils
- Markers
- Scissors
- Glue/tape



Procedure:

1. Color and decorate the pocket accessories template.
2. Cut out all of the pieces.
3. Take the construction paper and fold it in half widthwise.
4. Then, glue or tape the sides as close to the edge as possible and press them together and leave the top open. This forms the pocket.
5. Glue the pocket accessories to the front of the pocket.
6. Finish decorating the craft however you like.



Who?

What?

When?

Where?

Why?

How?

QUESTIONS POCKET

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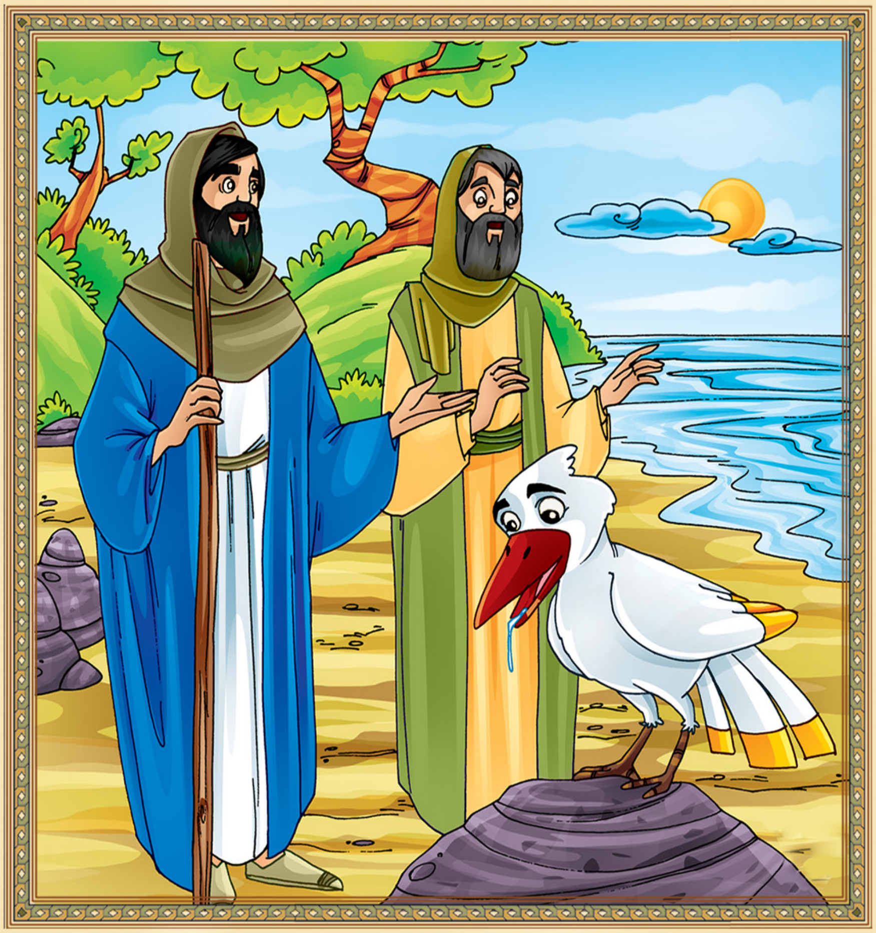
Lesson 15: The Importance of Praying for More Knowledge

(taken from *The Guiding Light* book 6, lesson 5)



وَقُل رَّبِّ زِدْنِي عِلْمًا

And say, "My Lord, give me more knowledge."

Sūrah Tāha, Verse 114

Allah once asked Prophet Mūsā (ʿa), "Who is the most knowledgeable person?"

He replied, "I do not know anyone more knowledgeable than You, O Allah. And You have also given special knowledge to me."

Allah then told him, "Yes, O Mūsā, I am the Most Knowledgeable, and from My servants, al-Khiḍr (ʿa) is more knowledgeable than you."

After hearing this, Prophet Mūsā (ʿa) really wanted to meet al-Khiḍr (ʿa) and learn from him. So, he went in search of him.

When he found al-Khiḍr (ʿa), he thanked Allah for this blessing. For Prophet Mūsā (ʿa), it was a very special moment to finally meet him! He thought to himself, I will try to learn everything I can from al-Khiḍr.

At one point, they were walking together along the coast when they saw a bird filling its beak with water from the ocean and pouring it onto the ground. Al-Khiḍr (ʿa) asked, "Do you know why this bird is doing this?”

Prophet Mūsā (ʿa) shook his head and listened carefully to what al-Khiḍr (ʿa) was about to say. “This is Allah’s way of showing us that our knowledge compared to His knowledge is like a drop in the gigantic ocean."

Tafsīr Nūr, Vol. 7, P. 399

سَلُوا اللَّهَ عِلْمًا نَافِعاً

Prophet Muḥammad (ṣ):
Ask Allah for useful knowledge.

Nahj ul-Faṣāḥah, #1743

Knowledge Collage

Objective: Children will learn about praying for more knowledge and wisdom.

There are many valuable places from which we can gain knowledge, such as schools, documentaries, books, masjids, and majālis. However, we must always remember that Allah (swt) is the ultimate source of all knowledge, and it is He who grants us the ability to understand and learn. The story of Prophet Mūsā (ʿa) and Prophet Khiḍr (ʿa) teaches us that no matter how much we know, there is always more to learn, and Allah's knowledge is infinite. Recognizing this helps us remain humble and reminds us that seeking guidance from Him should always be our first step in life.

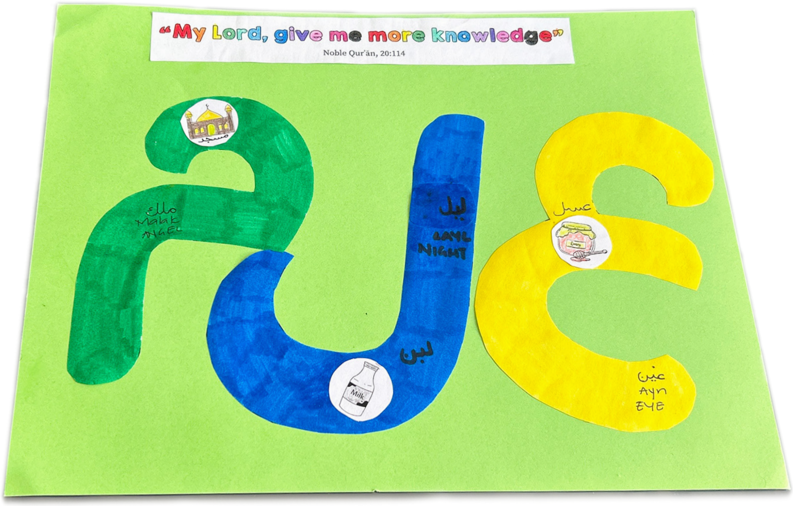
We should make it a habit to pray to Allah (swt) for more knowledge. This acknowledges our dependence on Him and strengthens our bond with Him. Asking for knowledge through duʿāʾ also helps us grow in wisdom, so that we may use what we learn to do good deeds and benefit others. When we turn to Allah (swt) for guidance, He opens doors for us to learn, understand, and fulfill our purpose as His servants.

Today, we will create a beautiful craft that visualizes how we should turn to Allah (swt) when we want to gain knowledge.

Suggested Ages: 5+

Time: 40 minutes

Materials:
- ʿilm template
- Construction paper
- Crayons/colored pencils
- Markers
- Scissors
- Glue



Procedure:

1. Color and decorate the pieces of the template however you like.
2. Cut out the pieces from the template.
3. Arrange the pieces on the construction paper. Put the text box at the top, then the Arabic letters starting on the right with ع, then ل, then م.
4. Think of some words beginning with each of those Arabic letters. Here are some ideas:

عسل
عين
Ayn
EYE

Words Starting with ʿAyn (ع)
- ʿAsal (عَسَل) – Honey
- ʿAyn (عَيْن) – Eye
- ʿAml (عَمَل) – Work or action

ليل
LAYL
NIGHT
لبن
Milk

Words Starting with Lām (ل)
- Layl (لَيْل) – Night
- Laban (لَبَن) – Milk
- Lūʾluʾ (لُؤْلُؤ) – Pearl

مسجد
ملاك
Malak
ANGEL

Words Starting with Mīm (م)
- Māʾ (مَاء) – Water
- Malak (مَلَك) – Angel
- Masjid (مَسْجِد) – Mosque

5. In each letter, write or draw pictures of things beginning with that letter. You can also cut out pictures from newspapers, magazines, or other printouts (some have been given as examples).
6. Finish decorating the craft however you like.

Craft inspired by Islam From the Start: Arabic Letter of the Week

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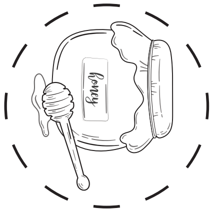
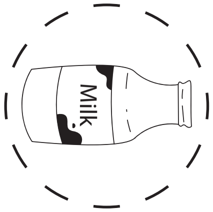
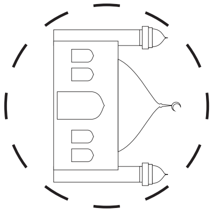
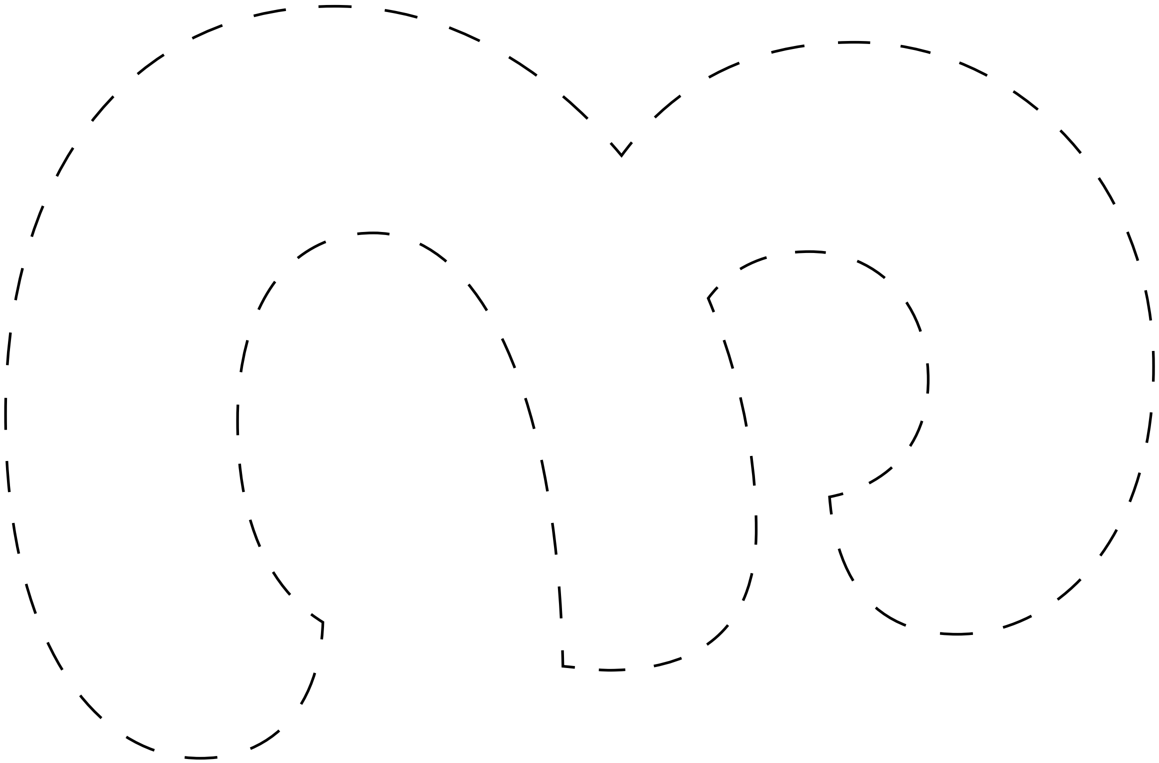


“My Lord, give me more knowledge”

Noble Qurʾān, 20:114







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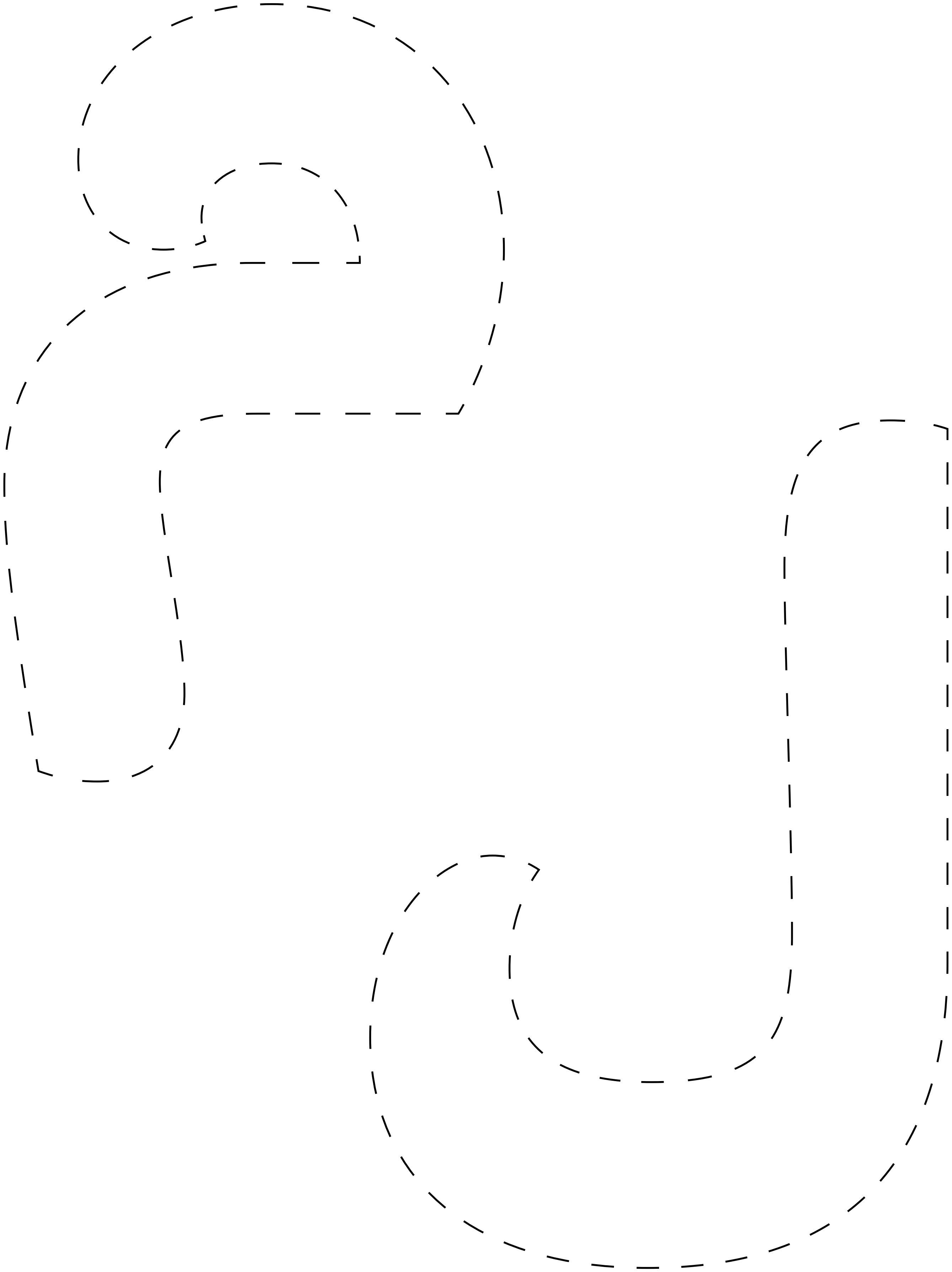

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FOUNDATION
UNDER THE CLOAK OF GUIDANCE AND MERCY